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ABSTRACT

BORN FREE is designed as a collaborative effort of university-based counseling psychologists and field-site educators to reduce career-related sex stereotyping in 14 educational institutions. This report describes the evaluation of BORN FREE products and includes field testing of the three training packets for elementary, secondary, and higher education/postsecondary levels; field-testing of nine color videotapes; and evaluation of several BORN FREE workshops designed to carry out implementation plans in Project institutions. The report includes a general Project overview and evaluation, an analysis of results of videotape field testing, a description of three print training packets, and results of 29 Project workshops, including a follow-up study of the 1977 Local Summer Institute. Examples of evaluation instruments, materials related to field testing procedures, and a summary table of pre- and post-results of the Local Institute are included in the appendices. (Author/NRB)

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Project BORN FREE

CAREER DEVELOPMENT TRAINING MODELS TO REDUCE SEX-ROLE STEREOTYPING IN EDUCATIONAL INSTITUTIONS

L. Sunny Hansen, Director

EVALUATION REPORT ON BORN FREE VIDEOTAPES, TRAINING PACKETS AND SELECTED WORKSHOPS

by

Sue Warsett, Evaluator

U S DEPARTMENT OF HEALTH, EDUCATION & WELFARE
NATIONAL INSTITUTE OF EDUCATION

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Preface

Evaluation has been an important part of Project BORN FREE since its inception. This particular report describes evaluation of the major products developed during the two years of the Project's existence--the nine color videotapes based on career development themes (along with viewers' guides); the three training packets for educators and parents at elementary, secondary, and higher education/postsecondary levels; and implementation workshops created to further the change process goals of the Project and to field test the materials.

As with other parts of the Project, the evaluation task has been much greater than could be completed in the time budgeted for evaluators. As a result, Sue Warsett has given a great many hours beyond the end of the Project to bring this report to closure. For this we are grateful. Analysis of all of the videotape evaluations and learning strategy evaluations has not been an easy job, but she has been persistent and thorough in attempting to make sense out of all the data gathered. In the interest of time, decisions were made to include certain kinds of evaluation and exclude others. We hope that the evaluation provided here will be useful to those wishing to use the materials or to plan workshop designs. Readers are invited to examine the technical reports listed at the end of this one for evaluation of other aspects of the Project.

A person who has worked behind the scenes in helping create evaluation instruments and in computer analysis is Phillip Penn, who joined the Project the second year. His assistance is much

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appreciated.

A special word of thanks is due Terry Roiger, who typed much of the report, and to Barbara Lutz, who provided last-minute typing assistance. Grateful appreciate is also expressed to secretary and graduate student Shelly Heck who has been an invaluable help in bringing these reports to closure. Dolores Dege has also assisted in final editing of the manuscript.

Many individuals and institutions have contributed to Project BORN FREE. Those involved in the first two years are listed on the inside back cover. Both field site staff and University staff collaborated on the creation of most of the products, but the heavy burden fell on University staff who gave far beyond the hours for which they were paid in developing the BORN FREE training materials and designs. We wish especially to thank those who assisted us in the evaluation by field testing the materials and completing evaluation forms. Their contribution has been essential to helping us learn whether our efforts to reduce career-related sex-role stereotyping are effective.

Appreciation must also be expressed to the Counseling and Student Personnel Psychology Program and the Psychoeducational Studies Department in the College of Education for continuing support and encouragement.

Finally, we are grateful to the Women's Educational Equity Act Program, without whose support this Project would not have been possible.

L. Sunny Hansen, Ph.D.
Professor and Director
Project BORN FREE
October 1978

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I. Introduction

Description of Project BORN FREE

Project BORN FREE is a two year training and development project funded by the Women's Educational Equity Act Program, U.S. Office of Education. The goal of Project BORN FREE has been to develop both training materials and strategies through which educators and parents can be assisted in reducing sex-role stereotyping attitudes and behaviors which limit career options of students, both girls and boys. The materials developed include: (1) three training packets consisting of various training/learning activities for use with educators and parents at the elementary, secondary, and postsecondary/higher education levels; (2) comprehensive developmental level literature reviews accompanying each training packet; and (3) a series of nine color videotapes and accompanying viewers' guides. The strategies developed include: (1) guidelines for conducting a "system diagnosis" of institutional needs relevant to career-related sex-role stereotyping; (2) realistic models and procedures for implementing and evaluating programs or systematic efforts for bringing about identified needed institutional changes; and (3) a training institute/workshop model which can be used and/or adapted in a wide variety of settings with educators and parents. To test this training institute/workshop model, an initial training institute was held in June of 1977 with faculty/staff from local collaborating insitutions, and a second training institute was held in June of 1978 with one hundred seven educators from across the nation.

Project BORN FREE is based in the Counseling and Student Personnel Psychology (CSPP) Program in the Psychoeducational Studies Department at the University of

Minnesota with a BORN FREE University staff consisting of the Project Director, two administrative assistants, three developmental level consultants, three project evaluators, one media specialist, a general project assistant, a full-time secretary, and a clerk-typist. In addition to the BORN FREE University staff, teams of teachers, counselors, and administrators at fourteen local educational institutions have collaborated with BORN FREE for the past two years. These teams of practitioners were involved in both the development and field testing of Project materials and have also attempted various BORN FREE implementation activities at their respective institutions.

The fourteen local educational institutions collaborating with Project BORN FREE include: elementary, junior high, and senior high schools in three different school districts (nine schools); a public vocational-technical institute; two public community colleges; a private liberal arts college, and the college of liberal arts at the state university. In addition to these local collaborating institutions, several other institutions both within and outside Minnesota have cooperated with BORN FREE, e.g., requesting to field test Project materials. With the completion of the National BORN FREE Training Institute held June 13-17, 1978, Project BORN FREE currently has teams of educators working as BORN FREE change agents within nearly all fifty states. For more details on Project BORN FREE (rationale, assumptions, first and second year activities, etc.), see the abstract provided in Appendix W. For a listing of available BORN FREE products and publications, see Appendix X. This includes the additional technical evaluation reports which describe procedures and outcomes of the training institutes (Technical Reports (No. 5 and 10) and the change process and impact evaluation (Technical Reports No. 6, 7, and 8).

Overview of Project Evaluation in First and Second Year

Throughout the two years of Project BORN FREE, systematic evaluation has played a major role in the Project. The Project was evaluated both internally by a team of evaluators and also externally by a process evaluator contracted by the Women's Educational Equity Act Program to assess the internal process of the Project.

During the two years of Project BORN FREE, the overall Project evaluation has been segmented and probably is best viewed as three separate evaluation components: (1) Product Evaluation; (2) Change Process Evaluation[1]; and (3) BORN FREE Training Institute Evaluation. While these three components have been treated as independent and distinct, each with different evaluation goals and methodologies, there is considerable overlap between the components, e.g., when field testing Project materials at local institutions and at the BORN FREE training institutes. Another point that should be made about these three evaluation components is that they cover major critical aspects of Project BORN FREE. The several technical reports related to each of these components collectively provide a comprehensive picture of Project BORN FREE. However, there exist certain areas of possible Project impact that have not been included within these components. These omissions are intentional trade-offs, due to severe limitations

[1]This component was not intended for the first year of the Project but was started earlier than intended because several of the participating institutions began implementation activities ahead of the timeline. A decision was made to use the Rand Model of educational change in federal innovative projects (Berman & McLaughlin, 1974) as a framework for the change process evaluation.

in resources available. One area not dealt with in this report is the publicity and information sharing efforts of the Project staff at the University; these are described in the Project Annual and Final Report (Hansen & Mills-Novoa, 1978). Evaluation relating to the internal dynamics both at the Project headquarters and in field sites could have generated much useful information, but resources for such systematic study were not available. Some internal process data are available in a case study report on the Project completed by the American Institutes for Research (Fernandes, 1977), as well as in the quarterly and final reports.

Before briefly summarizing first and second year activities for each of the three evaluation components, the report provides an overall description of the Project evaluation for each of the two years.

First year. In the first year of the Project, the internal evaluation team consisted of two 25% time evaluators. One evaluator was responsible for product evaluation, i.e., the evaluation of Project materials developed while the other evaluator was responsible for change process evaluation and BORN FREE training institute evaluation. As it turned out, the development of Project materials progressed more slowly than expected, while the change process evaluation proved to be more time consuming than originally expected. Both evaluators, but particularly the evaluator responsible for the second and third evaluation components, ended up working hours beyond the time allotted to their 25% positions. Despite the enormity of evaluation tasks, first year technical reports concerning product evaluation and

BORN FREE training institute evaluations were completed by the first quarter of the second year, while the technical reports on change process evaluation were completed in the second quarter of the second year.

Second year. In the second year of the Project, the internal staff consisted of two 50% time evaluators and one 25% time evaluator. The division of tasks remained essentially the same as in the first year, except that the allotted time for evaluation was nearly tripled and that a third 25% time evaluator was brought in to assist the other two evaluators in conducting computer analyses and writing needed quarterly and technical reports. While the same internal evaluator was responsible for product evaluation in the first and second years, the first year change process evaluator resigned at the end of the first year to work on his dissertation, and a new change process evaluator was hired. The transition created some difficulties due in part to the different conceptualizations and evaluation styles of the two process evaluators. Despite the difficulties related to the change in staff, the evaluation design was carried out with some modifications in the second year. A listing of the goals/purposes and procedures/instruments used for each of the three components in the second year evaluation is provided in Appendix Y.

In addition to the tasks related to the three evaluation components, the evaluators also were responsible for conducting a follow-up evaluation of the local institute held the previous summer, evaluation of all-Project meetings, and evaluation of the BORN FREE Dean's

seminar with College of Education faculty. Besides these tasks, the three part-time evaluators, along with other staff, assisted in non-evaluation tasks such as presentations, writing viewers' guides for videotapes, and tasks related to the National Training Institute in June, 1978.

Purpose of This Report

This report describes the evaluation of BORN FREE products during the two years of the Project. It includes field testing of the three training packets for elementary, secondary, and higher education/postsecondary levels; field testing of the nine color videotapes; and evaluation of several of the BORN FREE workshops designed to carry out implementation plans in Project institutions. Evaluated workshops for non-Project institutions are also discussed. The Product Evaluator has done all of the analysis with some computer assistance from Phillip Penn.

Organization of this report begins with a general Project introduction and evaluation overview, and a description of the Product Evaluation in Chapter I. Chapter II presents a detailed analysis of the results of videotape field testing. In Chapter III the three print training packets are described and results presented of learning strategy evaluations for each level. Summaries are provided at the end of each section. Chapter IV summarizes results of 29 of the workshops carried out as part of the Project, including a follow-up study of the 1977 Local Summer Institute.

Examples of evaluation instruments, materials related to field testing procedures, and a summary table of pre- and post-results of the Local Institute are included in the Appendix. The reports for the other evaluation components are also listed.

Product Evaluation

An internal Product Evaluator was a part of the BORN FREE staff throughout the entire Project. Activities in the first year included:

(1) designing and analyzing evaluations of monthly all-Project meetings

(2) providing guidelines for the systems diagnoses carried out at each site

(3) researching available instruments designed to measure attitudes toward both male and female sex roles

(4) designing and analyzing videotape evaluations

(5) designing and analyzing learning strategy evaluations.

Topics 4 and 5 are discussed in great detail in Project BORN FREE Evaluation Report on Field-Testing of Color Video Cassette and Training Packets (Warsett, 1977).

1976-1977 School Year. "BORN FREE: A World of Options," the overview videotape, was the only one field-tested during the Project's first year (Warsett, 1977). Evaluations were completed by 279 viewers who indicated that the goals of BORN FREE were stated clearly, the tape was appropriate for a wide variety of audiences, the length was adequate, and the impact was at least strong. More than half of the original viewers felt the personal statements of the interviewers were the tape's greatest strength, and almost that many were pleased with the diversity of those portrayed. When asked to comment on the tape's weaknesses, the most frequent response was "none." The narrowness of the population presented was the weakness commented upon by about 12% of the respondents, although almost half believed that this

same population was diverse.

The original training packets were also evaluated during BORN FREE's first year (Warsett, 1977). The packets were evaluated very positively, although many minor suggestions were offered. Most strategies were viewed as suitable for their intended audience and for achieving the intended objective.

1977-1978 School Year. More products were available to be field tested and evaluated during the second year. The following forms were developed to aid in the evaluation.

(1) Revised Videotape Evaluation Form (Appendix A)

(2) Videotape Evaluation Form (Appendix B)

(3) Learning Strategy Rating Form (Appendix C)

(4) Workshop Evaluation Form (Appendix D)

Form 1 was analyzed by the Product Evaluator who shared the results with the Project Director and Media Specialist. The Likert scale data on forms 2, 3, and 4 were encoded into the computer, and the Product Evaluator summarized and analyzed the open-ended questions. This information was also shared with the appropriate persons.

Videotapes. The Field-Test Design proposed that each tape be viewed and evaluated by at least 250 educators and thirty parents. It was planned that the educators represent all levels, kindergarten through higher education, and would include at least thirty people from a rural area. It was also desired that the viewers include multiethnic and multicultural representation.

During the first year, due to the scope of the Project and the multiple tasks to be accomplished, it was possible to complete

only one tape soon enough for field testing with the proposed numbers. That was "BORN FREE: A World of Options." During the second year, the video production lab with which BORN FREE had contracted was unable to complete tapes for field testing, due to a small studio, limited staff, and an overload of programming. With the exception of "The Joy of Choosing," all of the other videotapes were evaluated by some of the participants at the 1978 National Training Institute, and most were evaluated by at least one graduate class at the University of Minnesota. Tapes 2 and 3 were also evaluated after being shown at local and/or national presentations. At least seventy-five of those attending the 1978 National Institute requested to field test at least one tape (most requested more), but with end-of-year reports and products to complete, the staff did not have the time to honor the requests, nor were all of the tape copies available soon enough prior to Project termination to be field tested.

Training Packets. The field test of the training packets was quite complex, as approximately 200 strategies are involved in these products. Evaluative information was received in a variety of ways: (1) national and local consultant readers who critiqued the training packets, (2) participants in the 1977 BORN FREE Summer Institute who read and provided feedback on five to ten strategies, (3) participants, most frequently educators, who have experienced the strategy(ies), (4) members of internal field site teams who read and evaluated strategies, and (5) participants in the 1978 National Institute who contracted

to read and evaluate twenty strategies. Structured forms were devised for the receipt of all feedback. The letter and forms used by the consultant readers appear in Appendix E. Participants in the two summer workshops utilized a Learning Strategy Review Form (Appendix F). Those who experienced a strategy or who were field site members evaluating strategies utilized the Learning Strategy Rating Form (Appendix F).

It was proposed that each strategy be experienced by at least thirty people from the appropriate target group, but since thirty people X 200 strategies = 6,000, this actual number was not expected to be reached in such a short period of development and field test. Each of BORN FREE's participating institutions was asked to field test eight strategies, and some utilized them in workshops, others provided armchair evaluations, and still others provided no feedback. The main reason that this system was not as successful as planned was that many of the field site teams, wishing to have successful implementation workshops, used strategies that had previously been well-received, rather than those whose results were unknown.

Many people outside the realm of Project BORN FREE's participating institutions had expressed an interest in field testing the learning strategies. Twenty-eight people completed a total of 40* Packet Field-Test Request Forms (see First Quarterly Report, 1977), but only four of these individuals field tested strategies soon enough to incorporate their revisions into the

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*Some individuals completed more than 1 form, as they planned to to use the strategies with more than one group of people.

appropriate training packets. Some wrote that they planned to use the strategies at a later date, but that was no aid for the present field test.

Numerous implementation activities occurred in field sites during the two years, and summaries and analyses were written for those which were evaluated. Some used the Workshop Evaluation Form (Appendix D) or a modification of it, while other facilitators devised their own instrument.

All of the product evaluation data were conveyed to the appropriate staff member, who then decided whether the indicated changes were warranted. Much of the feedback regarding the learning strategies was very constructive, frequently noting unclear language. Feedback regarding implementation workshops was usually shared with the entire BORN FREE University staff, as they were all involved in ongoing workshops, and could learn from the successes and failures of the past.

In addition, the evaluations of the videotapes were shared with the Project Director and Media Specialist, who then could choose whether or not to alter the future tapes. Much of this information was also given to the Project Assistant coordinating the Video Viewers' Guides, and the person developing each guide, so that they could then incorporate the perceived strengths and weaknesses into the accompanying written material.

II. Videotape Series

Tape Development*

The basic goal of Project BORN FREE, to Build Options, Reassess Norms, and Free Roles through Educational Equity, originally was to be accomplished through the development of a set of materials, including training packets and a set of videotapes. The themes for the videotapes were based on the institutional needs assessments, the career development curriculum, and the literature reviews of career-related sex-role stereotyping completed by the Project staff.

Raw material for the tapes consisted of sixty hours of interviews with individuals representing a variety of age, ethnic, and socioeconomic backgrounds. From these interviews, nine color videotapes were developed. Each tape followed principally the interview format, with an introduction and interspersed instructional narrative by the Project Director.

One learning strategy was written for each videotape and placed in each of the three training packets. Video Viewers' Guides were also developed to accompany each tape. The purpose of the guides was to provide guidelines for showing the videotape and applications of Project BORN FREE and its related concepts. The guides were completed after all of the videotape field test evaluations had been received.

Tape Overview

Videotape #1 - "BORN FREE: A World of Options," the sampler tape, provides an overview of the series of nine BORN FREE tapes. It provides an explanation of BORN FREE and contains interviews

*Phyllis Kragseth, Media Specialist, had major responsibility, along with the Project Director, for videotape development. She also contributed much to the tape overview section.

with people whose beliefs are central to the BORN FREE concepts. It is a stimulus tape not designed to answer questions but to raise awareness of the changing roles of women and men in today's society. The tape features the concept of career socialization and the factors which inhibit and facilitate career decisions in the lives of girls and boys, men and women.

The tape highlights Dr. Jeannette Piccard, famous balloonist, feminist, Episcopalian Priest at eighty, wife, mother, parent, and grandparent. Dr. Piccard, who has in her lifetime fulfilled many roles and overcome barriers of space, sex, occupation, and age, demonstrates that "the sky's not the limit."

Videotape #2 - "Men: Choices and Changes," looks at ways in which men have been limited in their development by the expectations placed on them to be the breadwinners, to be strong, not to cry, to be active, not to be nurturing, to choose from a narrow range of jobs. The tape reflects men breaking out of traditional roles and experiencing some powerful changes in their lives as they move toward "shared roles" and toward androgyny --- the best of both male and female in each of our lives. The tape features a male support group and a professor who asks that we look at what we want to preserve in our femaleness and maleness.

Videotape #3 - "Women: Choices and Changes." In this tape we view children up to grandparents revealing to us that the messages which girls and women receive about what is O.K. or not O.K. for them are different from those that boys and men receive. A variety of girls and women of all ages ask that they be allowed to make choices on the basis of their own unique talents rather than what society says girls (and boys) ought to be and do.

Videotape #4 - "The Joy of Choosing," focuses on a number of people talking about the choices, decisions, and factors influencing their decisions at different life stages. The tape presents children and youth of different ages talking about choices. Emphasis is on more nontraditional choices made by both women and men. A person who made a mid-life career shift some years ago talks about why he made the change and the consequences of the changes in his life.

The tape ends with a panel of scientific women (mechanical engineer, chemical engineer, surgeon, architect) discussing how they made their choices of nontraditional careers for women. The tape captures some of the loneliness of women's and men's lives as they struggle to find the "outer limits of their human possibilities."

Videotape #5 - "Parenting - Three Generations," Like many aware and sensitive couples today, Evie and Bill Donald have carefully anticipated and planned for becoming parents. They have considered not only their potential influence on their child, but the child's impact on their life patterns and roles in work and family. Dr. Piccard views parenting from another generation, her perspective being that of one who has already fulfilled this role. She did many things which her parents and society did not expect women to do or be. Dr. Piccard has been a wife, mother, partner, balloonist, scientific consultant, and now priest. She reflects about both her own childhood experiences and her philosophy of child rearing.

Harriett Haynes from a dual career mid-life family overcomes stereotypes of race, class, and sex as mother, wife, graduate student, and counselor. Harriett, as a black woman, has

experienced both racial and sex discrimination and stereotyping. She shares her feelings as a person who did get some "I can" messages from her parents, messages she is also giving to her children.

Videotape #6 - "Parents as Influencers," prepared primarily for parent education, reveals children, youth and adults reflecting on parental messages about what was O.K. and not O.K. for them to do and be. Although the literature strongly emphasizes maternal impact, the influence of fathers is highlighted.

Parents comment on the difficulty of parenting, the struggles encountered in relationship building, and the far-reaching effects that should nots and cannots have had on their own lives and on their children's lives and ultimately on the generations to follow.

Videotape #7 - "Schools as Influencers," presents critical incidents from the view of students who have experienced in vo-tech and school settings stereotypic should and should not messages. The tape provides stimulus for discussion of the ways in which attitudes about roles are influenced by the messages teachers, counselors, administrators, advisers, and others give.

Several contemporary educators comment on some ways in which they think problems of career-related sex-role stereotyping can be dealt with in more positive ways.

Videotape #8 - "Colleges as Influencers," is intended to elevate awareness of college personnel (professors, student personnel workers, advisers, college administrators, etc.) about ways in which colleges continue to limit the choices available to men and women in post-high school educational settings. A number of persons comment on the college experience from their own perspective. A panel of community college faculty working on

sex bias in their institutions discusses the problems of sex bias in career options as they see them.

The tape concludes with another panel of college history professors discussing issues of the changing roles of women and men from an historical view. They also comment on their own career influences and options.

Videotape #9 - "Why Change?" is a summary tape in which simulated dialog takes place between Dr. Sunny Hansen and Warren Farrell on female and male perspectives. The tape highlights some issues relating to the changes in sex roles including resistance to change, fears of the demise of the family, fears relating to sexual preference and fear of change itself. The tape concludes with some specific suggestions as to what teachers, parents, professors, administrators, and counselors can do to try to deal with the changes and more positively facilitate the development of girls and boys, women and men.

Overview of Videotape Evaluation

Each of the nine videotapes produced by BORN FREE was evaluated by at least one group of people. "BORN FREE: A World of Options," the overview videotape completed during the first year, was shown and evaluated most often. Evaluations of this videotape received before August 31, 1977, appear in Evaluation Report on Field Testing of Color Video Cassette and Training Packets (Warsett, 1977), and those received during the 1977-1978 school year appear in this report. All evaluations regarding tapes two through nine also appear in this report, as they were all received this past year.

As will be seen, a majority of the field test participants

were educators, the audience for which the tapes were intended. The usual format for the presentations was to introduce Project BORN FREE, show the videotape, evaluate it on either the Revised Videotape Evaluation Form (Appendix A) or the Videotape Evaluation Form (Appendix B), and then discuss the tape. This format was by no means strictly followed, as the tapes were used by many different people to serve a variety of purposes.

Completed forms were returned to the BORN FREE office for analysis. The form most frequently used was the Videotape Evaluation Form; the demographic data and the first eight questions were analyzed by the computer, and the Product Evaluator summarized and analyzed the three open-ended responses. The evaluative information was most frequently shared with the Project Director and Media Specialist, who then decided whether any revisions in the evaluated tape or future ones were warranted. The strengths and weaknesses of each tape were also shared with the Project staff responsible for the relevant Video Viewers' Guide, as many of these comments were incorporated into the appropriate publication.

Some evaluation forms for each tape have been analyzed by the computer, but not all. This is mainly due to the fact that many completed forms were returned too late to keypunch the necessary information and encode it into the computer. There was also often not enough time to analyze and summarize the open-ended responses. In these cases, random responses will be reported as such.

The evaluations were very positive, and most either strongly agreed or agreed with questions one through five, and eight, on the Videotape Rating Form. Overall, the tapes' major strengths were the diversity of the interviewees and the fact that a good

discussion often resulted after the viewing. Tapes one through eight are very similar in format, with the head shots of those making a statement or possibly a few statements. Still slides and photos of individuals featured provide some format variety. There is very little activity in the videotapes, and this was perceived as a major weakness. Many of the viewers wrote that their behavior would change, as they were now more aware of the issues discussed. As a result of the tapes' presentations, many more requests to field test them were received than could be handled. This was because of a shortage of time until the Project's completion, and also because there were only six copies of each tape available to external sites.

Videotape #1 - "BORN FREE: A World of Options"

Computer Data

Computer information was processed for eighty-three (11%) of the Videotape Evaluation forms regarding "BORN FREE: A World of Options," although as can be seen in Appendix G, this tape was evaluated by a total of 726 people. Two-thirds (N=56) of those completing forms processed by the computer were women, and one-third (N=27) men. Their ages ranged from under seventeen years to over fifty-six, with half (N=42) under thirty-three. Three-fifths (N=50) had a high level of experience with career education, and almost three-fourths (N=62) had that level of knowledge regarding sex-role stereotyping. Most (N=69, 83%) of this fairly sophisticated audience thought the tape's impact was strong, and even more (N=75, 90%) felt the presentation was interesting. Thirty-nine (47%) strongly agreed that the tape was appropriate for elementary educators, and thirty (36%) more

agreed. The numbers and percentages for other groups in question five follow:

	Strongly Agree		Agree	
	N	%	N	%
Secondary Educators	41	49	33	40
Postsecondary Educators	38	45	34	41
Parents	39	47	32	39
Secondary Students	32	39	38	46
Postsecondary Students	34	41	32	38

Forty-eight people responded to question eight regarding their personal use of the videotape, and thirty-three (69%) indicated a desire to use it.

T-values were also computed to determine whether sex had a significant bearing on the responses to questions one through eight. It was significant at the .003 level that the women responding were more likely to strongly agree that the tape was appropriate for postsecondary educators, and the men were more likely to agree (circle number 2). Likewise, at the .001 level the women were more likely to strongly agree on the tape's appropriateness for postsecondary students.

Open-Ended Data

Various types of reports were developed, depending upon which evaluation form was used. When the old form (Appendix A) was used, all responses were summarized and analyzed; when the Videotape Evaluation Form (Appendix B) was completed, the responses to questions nine through eleven were summarized and analyzed. Two of the groups viewing the tape in Washington did not use

evaluation forms, and their responses are summarized, as are those of the Sunrise Park Junior High School students whose facilities developed a special evaluation form for them.

Initial Evaluation Form. The following discussion combines the evaluations of groups one through six, eight through ten, twelve through fourteen, sixteen, eighteen through twenty-one, twenty-eight, and thirty-three listed in Appendix G. Four-hundred and thirteen people completed this form, 242 (58%) women and 171 (41%) men. Of the 382 who indicated their age, twenty-three (6%) were under eighteen, 123 (32%) were in the eighteen to twenty-five range, ninety-three (24%) in the twenty-five to thirty-five range, seventy-four (19%) in the thirty-five to forty-five range, fifty-seven (15%) in the forty-five to fifty-five range, and thirteen (3%) over fifty-five years. The majority (N=140, 37%) were students, fifty-seven (14%) were administrators, forty-nine (12%) were teachers, and thirty-seven (9%) were professors. Almost half (N=196, 47%) indicated that they were parents.

The overall impact of the tape received the following ratings:

Very Strong 36(9%) Strong 187(45%)

Average 143(35%)

Weak 17(4%) Very Weak 4(1%)

This group discussed four main messages that they received from the tape, and these messages were very similar to each other. The importance of viewing people as individuals was mentioned by 171 (41%). Ninety-nine (24%) felt the videotape mainly discussed the idea that stereotypes do exist and can be overcome; fifty-three (13%) commented on the fact that options are expanding; and forty-four (11%) wrote that people are changing.

In response to question three regarding the viewers' feelings

at the tape's end, 149 (36%) expressed an overall positive feeling, usually stating "good," "happy," or "encouraged," and forty-one (10%) indicated that their awareness had been increased. Eighty-nine (22%) wrote that their behavior would not change as a result of viewing the tape, but almost as many (N=81, 20%) felt that they would be much more aware of the issues related to sex-role stereotyping. Fifty-nine (14%) viewers indicated that they would actually attempt to implement a Project-related change, and forty (10%) wrote that they would be more open to and understanding of the area of sex roles. It is much to expect that a one-half hour presentation will actually change someone's behavior, but many viewers were sufficiently motivated to attempt to alter theirs.

It was planned to have people portrayed in the videotape who were similar enough to the viewers that they would see someone with whom they could identify. Twenty-five (6%) wrote that they identified with most or all of the tape, and twenty-four (6%) identified and expressed admiration for Jeannette Piccard, an Episcopal priest who, because of her sex, waited for fifty years to be ordained.

Those interviewed on the videotape represent a wide range of ages, ethnic backgrounds, and personal achievements. This diversity was the strength mentioned by 106 (26%) of the viewers, and eighty-five (20%) felt the topic itself was the tape's major strength. The statements are a result of spontaneous, unplanned interviews, and their honesty and openness were mentioned by eighty-three (20%).

The format of all of the videotapes is very similar. The Project Director provides some narrative, and many individuals

are portrayed offering different statements. Because only the head of each interviewee is shown, the tape is one head shot after another. This format was cited as the tape's major weakness by eighty-seven (21%) of the viewers.

Two-hundred eighty-five people responded to question eight regarding their likelihood of using the videotape. One-third (N=94) were likely to use it, one-third (N=95) were not, and the other one-third (N=96) did not know whether they would use it.

Sunrise Park Junior High Evaluation. Because junior high school students are not the target audience for this tape, the wording on the accompanying evaluation form is difficult for their age group. A BORN FREE team member who showed the tape to fifty of these students devised his own form, and nineteen (38%) of the students felt very good or good while viewing the tape, but twelve (24%) were bored. All except six (N=44, 88%) wrote that they planned to talk to their parents about this tape.

Informal Evaluations. The viewers at the Washington State Personnel and Guidance Association Convention were asked to comment on the tape's strengths and weaknesses. Sixty-eight positive responses were offered by the twenty-four respondents, thirteen (54%) of whom said the tape was very well done. Ten (42%) especially liked the open statements, eight (33%) were pleased with the diversity of subjects, and four (17%) thought the tape's topic itself was the major strength. Seven (29%) indicated that those interviewed represented too narrow a population.

Because the facilitator at the King County Guidance Conference presentation did not have Workshop Evaluation Forms, she

asked her audience of thirteen for general feedback. Seven (54%) of these viewers wrote that the tape was very well done, and six (46%) were pleased with the interviewees' realistic statements. This particular presentation of the tape was another example of Project BORN FREE's multiplier effect, as eleven (85%) of the viewers asked to be placed on the Project's mailing list.

Open-Ended Questions on Videotape Evaluation Form. The following discussion includes the responses of Groups twenty-two through twenty-seven, thirty, and thirty-two through thirty-four in Appendix G. The total N of this group was 177. Similar to the groups previously discussed, forty-one (23%) of these viewers listed the diversity of the interviewees as the main strength. Almost one-fifth (N=32, 18%) wrote that the tape was stimulating, and one less (N=31, 18%) especially appreciated the honesty of the comments.

These viewers listed very few weaknesses in response to question ten. The tape's format was the most frequent weakness mentioned, but only by twelve (7%) viewers.

More than one-third (N=64, 36%) of these respondents stated that they would now be more aware of sex-role issues and the options open to themselves or their children. Twenty-four (14%) predicted that their behavior would not change, but twenty (11%) wrote that their previous behavior was reinforced by this videotape.

Random Open-Ended Responses on the Videotape Evaluation Form. The following quotes were randomly selected from the evaluations completed by Groups fifteen, thirty-one, thirty-five, thirty-seven through thirty-nine in Appendix G. These forms were

received too late in the year to be included in the formal analysis. The total N is fifty-seven, and each seventh comment is reported.

The following responses were offered to question nine, regarding the tape's strengths: "the tape gives a well rounded view of stereotyping"; "allowed the listener to draw conclusions"; "people should have a choice regardless of sex"; "shows weaknesses of those hung up on stereotypes"; "no moralizing"; "good interviews"; "short, to the point, factual"; and "the impact of getting feelings across was well done through the use of personal interviews."

Every seventh response to question ten, regarding the tape's weaknesses, follows: "none"; "perhaps too general"; "not enough minority people speaking"; "about ten minutes too long"; "not long enough"; "not quite enough lower-working class peoples' views"; "some points could be developed even further"; and "need to use more people in different professions such as waitresses."

The following is a list of every seventh response provided to the question regarding the viewers' potential change in behavior as a result of viewing the videotape: "it won't"; "more realistic attitude toward my children"; "actually just confirms my own feelings"; "greater consciousness changes behavior in many subtle ways"; "stimulates an awareness"; "no response"; "less willing to take some female roles"; and "it gave me confidence to look beyond the traditional jobs I know!"

These random responses are quite similar to the responses to open-ended questions previously reported, although in this section each statement is given much more importance than when it

is included in a category. It is doubtful that this group of forms would have had any effect on the total analysis.

Videotape #2 - "Men: Choices and Changes"

Computer Data

Computer data were tabulated for a total of 203 viewers (Appendix H). The audience was composed of 134 (66%) females and sixty-nine (34%) males, ranging in age from under seventeen years to over fifty-six years. Forty-five (22%) circled the eighteen to twenty-two year range, the mode. Over half (N=102, 59%) possessed a high level of career education training and/or experience, and 146 (72%) indicated possessing much knowledge regarding sex-role stereotyping. Most (N=142, 70%) felt the overall impact of the tape was strong, and even more (N=149, 88%) indicated that the content was valuable. Four-fifths (N=162, 80%) rated the presentation as interesting, and eight less (N=154, 76%) found the length adequate. Seventy-five (37%) strongly agreed that the tape was appropriate for elementary educators, and sixty-one (30%) more agreed. The numbers and percentages for other groups in question five follow:

	Strongly Agree		Agree	
	N	%	N	%
Secondary Educators	89	44	77	38
Postsecondary Educators	85	42	81	40
Parents	99	49	69	34
Secondary Students	81	40	81	40
Postsecondary Students	95	47	75	37

Eighty-four responded to question eight regarding the likelihood of their using the tape, and seventy (83%) wanted to use it.

T values were computed to determine the relationship between sex and the responses provided to questions one through eight. It was significant at the .003 level that women perceived themselves of possessing a higher level of knowledge regarding sex-role stereotyping than men did. T values were also computed to determine the relationship between parental status and the same responses. Those who were parents perceived themselves as having a significantly higher level of career education experience and/or training than those who were not ($p<.007$). This group of parents also indicated a significantly higher knowledge of sex-role stereotyping than those who were not ($p<.005$).

Open-Ended Data

All groups except two who viewed and evaluated this videotape used the Workshop Evaluation Form. These two groups used a form similar to the initial evaluation form used with "BORN FREE: A World of Options" (Appendix A).

Initial Evaluation Form. Groups five and one (Appendix H), comprising an N of twenty-six, completed initial evaluation forms. The audience included seventeen (65%) women and nine (35%) men, ranging in age from eighteen to forty-five years. Fifteen (58%) were in the modal category of twenty-five to thirty-five years. Nine (35%) were parents, and sixteen (62%) were not.

The overall immediate impact of the tape was rated very strong by five (19%), and strong by eleven (42%). Fourteen (54%) stated that the tape's message was male socialization and the ways in which men can free themselves from stereotypes, seven (27%) felt the changing roles of men and women was the overriding message, and four (15%) stated that the tape pointed out the

idea that everyone should have options.

Nine (35%) felt good at the tape's end, three (12%) were in agreement with the message, and the same number (N=3, 12%) were tired. Thirteen (50%) stated that they would be more aware of men's feelings, and five (19%) did not expect their behavior to change.

Five (19%) of the viewers identified with Dave Grout who discussed his experiences and feelings as a househusband. Four (15%) identified with all or most of the tape.

Seven (27%) stated that the tape had a high impact, and four (15%) were pleased with the topic. Four (15%) liked the personal statements, and the same number were pleased with the diversity of the subjects. One less (N=3, 12%) felt the lack of diversity among the interviewees was a weakness, and the same number felt the audio was poor. Fifteen (58%) were likely to use the videotape, five (19%) were not, and six (23%) did not know whether they would use it.

Open-Ended Questions on Videotape Evaluation Forms. The following discussion includes the responses of Groups two, three, six through nine, and eleven through fifteen listed in Appendix H. The total N of this group was 173. The fact that the videotape's topic was male socialization was the strength mentioned by twenty-seven (16%), and twenty-two (13%) were pleased with the diversity of the interviewees. Nineteen (11%) felt the tape resulted in their gaining a new awareness, and one less (N=18, 10%) commented on the personal statements offered by those interviewed.

These groups discussed two of the tape's weaknesses. The

format, where one interviewee after another is presented, was mentioned by thirty-four (20%). Twenty-nine (17%) felt the men interviewed were too homogeneous a group.

In response to question eleven, regarding possible behavior change as a result of this videotape, fifty-two (30%) wrote that their awareness of the issue of male socialization had been raised. Only twenty (12%) stated that their behavior would not change.

Random Open-Ended Responses on the Videotape Evaluation Form. The following quotes were randomly selected from the evaluations completed by Groups one, and eighteen through twenty-one, in Appendix H. These forms were received too late in the year to be included in the formal analysis. The total N equals seventy-one, and each seventh comment is reported.

The following responses were offered to question nine, regarding the tape's strengths: "participants very open"; "length ideal"; "a lot of different viewpoints"; "names superimposed make these real people, not actors"; "provides awareness"; "variety of ideas expressed"; "variety of people involved"; "humanistic"; "good"; and "shared realistic feelings and concerns of males."

The following are every seventh response to question ten, regarding the tape's weaknesses: "format appeared somewhat scattered"; "repetitious"; "blank"; "lagged a bit at times"; "sound is not clear all the time"; "there should be a synopsis of the tape and potential implications"; "have more in-depth conversations from participants"; "some repetition from the first tape"; "the tape could have been longer to give a little more insight into the problems discussed"; and "could say even more."

Every seventh response to question eleven regarding behavior change is reported next: "might become aware of the sharing idea and try this in my home more"; "none"; "I'll keep working for human rights"; "no different"; "slower judgement of men"; "more awareness of men and their feelings that coincide with women's feelings"; "try to make men accept role change, be able to cry, be able to show feelings"; "not at all"; "more tolerant toward what people want to do with their lives"; and "blank."

When these responses are compared with those that had been summarized and categorized, they are very similar. However, this random presentation allows the reader to ascertain more of the variety of responses offered.

Videotape #3 - "Women: Choices and Changes"

Computer Data

Computer data were tabulated for a total of ninety-five viewers (Appendix I). Sixty-six (69%) women and twenty-seven (28%) men completed Workshop Evaluation Forms, and they ranged in age from eighteen to over fifty-six years. Twenty-two (23%) circled the thirty-three to thirty-nine year range, the modal age group. More than three-fifths (N=65, 68%) of this group indicated that their level of career education training was high, and sixty-nine (73%) possessed a high level of knowledge regarding sex-role stereotyping. However, the women viewers perceived themselves as having a significantly higher knowledge of sex-role stereotyping than the men ($p < .03$). The overall impact of the tape was rated strong by seventy-nine (83%), and those who were not parents found the impact significantly greater than those who were

parents (p= .05). Eighty-three (87%) found the content valuable. Three-fourths (N=71, 75%) thought the presentation was interesting and that the tape was appropriate for elementary educators. The following are the numbers agreeing that the tape was appropriate for different populations.

	Strongly Agree		Agree	
	N	%	N	%
Secondary Educators	32	34	48	50
Postsecondary Educators	31	33	42	44
Parents	46	48	46	48
Secondary Students	32	34	41	43
Postsecondary Students	34	36	40	42

Fifty-seven responded to questions eight, regarding using the tape in their setting, and forty-one (72%) were interested in presenting it.

Open-Ended Data

All groups viewing this tape completed Videotape Evaluation Forms.

Open-Ended Questions on Videotape Evaluation Forms. The responses of Groups two through four and ten (Appendix I) were summarized and analyzed. The total N was forty, all except two of whom were women. Because female socialization has been the topic of much press recently, the topic of the videotape was not seen as a major strength, as in the case with Videotape two. However, similar to this videotape, the diversity of the interviewees was the strength mentioned by fifteen (38%), and thirteen (32%) were pleased by the unrehearsed statements these interviewees

shared. Twelve (30%) of these viewers felt that a wider variety of women should have been interviewed, and ten (25%) found the pace slow. This latter comment is similar to the ones regarding the format of the previous tapes. Four (10%) of the viewers were unhappy that they had already seen parts of this tape in "BORN FREE: A World of Options," but this latter tape is intended to be a sampler of the rest. Six (15%) wrote that their behavior would be no different as a result of viewing the tape, but five (12%) indicated that their awareness had been raised.

Random Open-Ended Responses on the Videotape Evaluation Form. The following quotes were randomly selected from the forms completed by groups five through nine in Appendix I. These forms were not received on time to be included in the formal analysis. The total N equals eighty-six, and every seventh comment is reported.

The following responses were provided to question nine, requesting the viewer to comment on the tape's strengths: "some variety in women presented"; "the Episcopal priest"; "good age representation"; "finally some representation for students to relate to"; "individual vignettes"; "content is good"; "gives me more understanding of what women have expressed"; "Sunny Hansen's lead-ins were great"; "variety of careers"; "power of self reports"; "the basic, important issues are addressed in short time"; and "the very positive wife/mother presentation."

In response to question ten, regarding the tape's weaknesses, the following random responses were offered: "blank"; "perhaps too elementary to show to educators"; "routine pattern"; "the sound wasn't always perfect"; "sound is very poor"; "would

have liked to see more anger expressed"; "some of the actual filming wasn't too terrific"; "are you stereotyping responses of married women?"; "children's conversation was difficult to hear at times"; "some things seemed out of context"; "N/A"; and "technical flaws."

The following are examples of the ways in which the viewers expected their behavior to change: "more awareness into how women feel about their choices"; "not really at all"; "mine might not change much"; "no"; "reinforces other information I've recently been exposed to"; "better awareness"; "more patient with persons of varying views"; "none"; "encourage students to explore all career possibilities"; "blank"; "no difference"; "my behavior will not change drastically as a result of this tape"; and "make me even more determined to work with men and women in opening up career opportunity awareness."

The random quotes were probably very representative of the overall comments, as they are drawn from more than twice as many forms. They show that this videotape was rated very similarly to the previous two discussed.

Videotape #4 - "The Joy of Choosing"

Computer Data

Because this tape was the last in the series completed, only nine Workshop Evaluation Forms were completed for it. Two-thirds (N=6, 67%) of the viewers were teachers, eight (89%) were women, and one (11%) was a man. Their ages ranged from eighteen to forty-five years, and three (33%) were in the twenty-three to twenty-nine year range. Five (56%) possessed a high level of

career education experience, and seven (78%) were very knowledgeable regarding sex-role stereotyping. All (N=9, 100%) either agreed or strongly agreed that the impact of the tape was strong, the content was valuable, and the presentation was interesting. All except one (N=8, 89%) indicated that the tape's length was adequate. Six (67%) strongly agreed that the videotape was appropriate for elementary educators, eight (89%) thought it appropriate for secondary educators, and all (100%) that it was appropriate for postsecondary educators, parents, secondary students, and postsecondary students. Six (86%) of the seven who answered question eight regarding their personal use of the tape indicated a desire to use it.

Open-Ended Data on Videotape Evaluation Forms

Six (67%) of the nine viewers felt the tape's major strength was the panel of women in nontraditional fields, and three (33%) were especially pleased with the statements provided by the chemical engineer. Two (22%) felt the topic itself was the major strength of "The Joy of Choosing." Three (33%) did not respond to question ten regarding the tape's weaknesses, and the same number (N=3, 33%) were unhappy that the hands of homemakers were displayed. (They did not know that this was done to cover a technical flaw.) Two (22%) felt that more men in nontraditional careers should have been interviewed. Four (44%) did not respond to question eleven regarding anticipated behavior changes, but two (22%) stated that their awareness had been raised, and two (22%) planned to implement ideas presented in the tape.

Videotape #5 - "Parenting: Three Generations"

Computer Data

Computer data were run on Groups one and two in Appendix The total N is forty-three, and twenty-seven (63%) were women and fifteen (35%) men. More than half (N=22, 51%) were parents, and their ages ranged from eighteen to over fifty-six years. Eleven (26%) circled the thirty-three to thirty-nine year category, the mode. Twenty-eight (65%) possessed a high level of career education training, and two less (N=26, 60%) had a high level of knowledge regarding sex-role stereotyping. All except three (N=40, 93%) felt the impact of the tape was strong, and one more (N=41, 95%) thought the content was valuable. Thirty-six (84%) rated the presentation as interesting and the length as adequate. Thirty-nine (91%) either agreed or strongly agreed that the tape was appropriate for elementary educators, and the numbers and percentages for other groups in question five follow:

	Strongly Agree		Agree	
	N	%	N	%
Secondary Educators	16	37	21	49
Postsecondary Educators	14	33	21	49
Parents	25	58	17	40
Secondary Students	19	44	14	33
Postsecondary Students	17	40	18	42

Thirty viewers responded to question eight indicating their desire to use the tape, and twenty-five (83%) so desired.

Open-Ended Data

All groups viewing this videotape completed Videotape Evaluation Forms.

Open-Ended Data on Videotape Evaluation Forms. The data submitted by the thirty-five viewers at the BORN FREE 1978 National Summer Institute were summarized and will be reported next. Twelve (34%) indicated that the topic discussed was important, and well presented. Eight (23%) felt the diversity of the subjects was the major strength, and the same number (N=8, 23%) were especially pleased with the warmth and openness of the interviewees. Four (11%) felt the tape was excellent overall. Seven (20%) would have liked to see more male parents interviewed, and four (11%) felt there were no weaknesses. Ten (28%) stated that their awareness had been raised, and four (11%) wrote that their behavior would not change as a result of viewing the videotape.

Random Open-ended Responses on the Videotape Evaluation Form. The following quotes were randomly selected from the forms completed by groups two through four in Appendix K. These forms arrived too late in the school year to be included in the formal analysis. The total N equaled forty-nine, most of whom were students. Every seventh response will be reported.

The following are random responses to question nine, regarding the tape's strengths: "interesting", "the tape is strong because of the intent"; "basic points of information are good and need to be presented to everyone"; "explanation of how career-oriented people raise children"; "blank"; "some of the people interviewed were interesting"; and "selection of

subjects, pace, content."

In response to the tape's weaknesses, the following were provided: "unrealistic"; "blank"; "more interaction with children and their parents"; "repetition throughout all tapes seen so far"; "none"; "blank"; and "rather static."

The following quotes are random responses to question eleven regarding behavior change as a result of this tape: "uncertain"; "blank"; "it won't"; "no comment"; "don't know"; "no change and "won't be." These responses to anticipated behavior change were not as positive as the group for which the data were summarized and reported above, but a glance at these forty-nine forms reveals that they are representative.

Videotape #6 - "Parents as Influencers"

Computer Data

Computer data were compiled for Group one in Appendix L. This audience included twelve (31%) males and twenty-five (64%) females. Thirty-two (82%) rated the overall impact of the tape as strong, and four more (N=36, 92%) thought the content was valuable. The presentation was declared interesting by thirty-four (87%), and thirty-one (79%) found the length adequate. All except three (N=36, 92%) felt the tape was appropriate for parents. Twenty-nine viewers responded to question eight regarding the likelihood of using the tape, and twenty-six (90%) were likely to use it.

Open-Ended Data

The responses to questions nine through eleven on the Videotape Rating Form were summarized for Groups one and two listed in Appendix L. The total N of these two groups is forty-eight.

Thirteen (27%) of the viewers wrote that many worthwhile issues were discussed, and ten (21%) stated that the videotape was especially appropriate for parents. The wide diversity of the subjects was the strength mentioned by six (13%), but thirteen (27%) others felt that more socioeconomic classes and minority individuals should have been represented among the interviewees. Six (12%) felt the tape was superficial, and the same number felt the repetitive format lacked interest. Because these viewers saw the tape before its final editing, five (10%) were displeased with a certain segment. The Director agreed, and this particular segment was changed in the final version. Eleven (23%) indicated that they would be more aware of their behavior with their own children, and eight (17%) others felt that they now had a greater awareness of the issues discussed. Only five (10%) wrote that their behavior would not change as a result of viewing the tape.

Videotape #7 - "Schools as Influencers"

Computer Data

Computer data were processed for the twenty-two members of BORN FREE's 1978 National Summer Institute who evaluated this videotape. Forms were completed by seventeen (77%) women and three (14%) men ranging in age from twenty-three to over fifty-six years. Eight (36%) circled the thirty-three to thirty-nine range, the modal category. Fourteen (64%) had a high level of training regarding career education. All except one (N=21, 95%) felt the tape's impact was strong, and everyone (100%) rated the content as valuable. Eighteen (82%) indicated that the presentation was interesting, and three less (N=15, 68%) thought the length

was adequate. Nineteen (86%) members of the audience felt the tape was an appropriate one for parents. Sixteen participants responded to question eight regarding their likelihood of using the tape, and fifteen (94%) expressed such an interest.

Open-Ended Data

The open-ended data received from Group one (Appendix M) were summarized. That received from Groups two and three in the same Appendix will be presented randomly.

Open-Ended Data on Videotape Evaluation Forms. The following is a summary of the responses provided by the twenty-two participants at the BORN FREE 1978 National Summer Institute who evaluated "Schools as Influencers." The computer data provided by this group appear in the above section so labeled. Nine (41%) felt the comments offered by the students were the tape's major strength, and four (18%) were pleased with the issues discussed. The only weakness frequently cited was that the tape was too long (N=5, 23%). Only four (18%) indicated a probable change in behavior, and they felt more aware of the concepts presented.

Random Open-Ended Responses on the Videotape Evaluation Forms. Because there was not time to summarize the responses from Groups two and three (Appendix M) the following random responses are presented. Every seventh response to questions nine through eleven is included. The tape's strengths follow: "professional presentation": "the student interviews, music, technical"; and "idea is necessary."

In response to question regarding the tape's weaknesses, the following responses were provided: "blank"; "questions

should have been more confrontive"; and "would have preferred more students."

The following are responses regarding behavior change: "blank"; "more aware"; and "I believe my consciousness is up on this issue, but it doesn't hurt to be reminded." The above responses are similar to, but broader than, those previously summarized.

Videotape #8 - "Colleges as Influencers"

Computer Data.

The following is a summary of the responses provided to the closed-ended questions on the Videotape Evaluation Form by the thirty-four members of the BORN FREE 1978 National Summer Institute who evaluated this tape. The audience included twenty-three (68%) women and eight (24%) men, twenty-seven (79%) of whom possessed a high level of experience and/or training regarding career education. Those who were parents indicated a significantly higher level ($p=.03$) of training than those who were not. All except four (N=30, 88%) thought the tape had a strong impact, and two more (N=32, 94%) rated the content as valuable and the presentation as interesting. The length was perceived as adequate by thirty-one (91%), and twenty-eight (82%) thought the tape was appropriate for postsecondary students. Over ninety per cent (N=28, 93%) of those responding to question eight indicated a desire to use the tape in their setting.

Random Open-Ended Responses on the Videotape Evaluation Forms.
All three groups evaluating the videotape completed formal evaluations (Appendix N). The total N was fifty-five. The following includes every seventh response regarding the tape's major

strengths: "clarity of comments by participants"; "clear articulation of the issues"; "honest"; "blank"; "they get at the issues and speak to the problems"; "sense of movement"; and "much more personal than other tapes."

The following are random responses regarding the tape's weaknesses: "none"; "lack of minorities shown"; "there is really very little information that focuses on colleges as influencers in sex-role stereotyping or career development"; "where are the students?"; "blank"; "organization"; and "would have liked more input from students."

The viewers anticipated their behavior to change as follows: "may use in workshop"; "uncertain"; "blank"; "I am too familiar with this subject area to comment"; "probably little change"; "encourage students to forget about stereotyping"; and "may help awareness." As seen with the previous tapes, the random responses provide a spectrum of the comments, although some may have been offered only once and others as many as ten times.

Videotape #9 - "Why Change?"

Computer Data

Computer data were tabulated for two of the three groups (Appendix O) viewing this videotape. The total N was forty-four, with thirty-four (77%) women and eight (18%) men completing evaluation forms. Their ages ranged from eighteen to over fifty-six years with most (N=13, 30%) circling the thirty-three to thirty-nine years range. Twenty-eight (64%) possessed a high level of career education experience and/or training with the men perceiving themselves at a significantly higher level (p=.04) than

the women. Thirty-three (75%) felt the impact of the tape was strong and eight more (N=41, 93%) found the content valuable. Those who were not parents were more likely (p=.02) than those who were to rate the tape as interesting, and overall thirty-two (73%) viewers rated it as such. Thirty-six (82%) felt the length was adequate, and twenty-nine (66%) strongly agreed or agreed that the tape was appropriate for elementary educators. The numbers and percentages for the other groups in question five on the Videotape Evaluation Form follow:

	Strongly Agree		Agree	
	N	%	N	%
Secondary Educators	14	32	18	41
Postsecondary Educators	19	43	20	46
Parents	17	39	17	39
Secondary Students	10	23	14	32
Postsecondary Students	16	36	16	36

Thirty-six responded to question eight regarding their personal use of the tape, and thirty-two (89%) expressed a desire to present it.

Random Open-Ended Responses on the Videotape Evaluation Forms. The following responses were randomly selected from those provided by the fifty-four members of all three groups (Appendix O) who evaluated this videotape. Every seventh response was selected for inclusion. The following were provided in regard to the tape's strengths: "this seems to be one of the strongest tapes"; "discussion of the importance of change"; "good tape"; "message is good"; "hits right at the problem men face"; "just super"; and "excellent in summarizing and pulling together the tapes."

The comments that follow discuss the tape's weaknesses: "could have been more persuasive"; "sound wasn't always clear"; "it was too long"; "lack of action"; "would like to have seen more men"; "too talky"; and "blank."

The following are responses to the eleventh question regarding possible behavior change: "blank"; "I would like to read The Liberated Man"; "reinforced"; "might speak out more as a male"; "probably not"; "blank"; and "this is a very supportive tape for me." The responses selected are overall very positive, and when all of the forms are scanned, they seem quite representative of those offered.

Analysis

Overview

A total of 1519 viewed and evaluated Project BORN FREE's nine videotapes during the 1978-1979 school year. A majority of the viewers were associated with educational institutions, either as staff, students, or parents of students. The videotapes were evaluated by people ranging in age from thirteen years to senior citizens. Educators, a prime target population, were the most common viewers.

All videotapes received very positive evaluations. When the Videotape Evaluation Form was used, the responses to questions one through five and eight were usually strongly agree or agree, and the most negative column checked was uncertain.

Many constructive responses were provided for the open-ended questions on all forms used. When initial evaluation forms were used, almost half of the viewers commented on the positive atmosphere of the tapes. Although viewers were not specifically requested to state their mood on the Videotape Evaluation Form,

many commented on the tape's non-threatening, encouraging messages.

There are many reasons that it is unrealistic to expect any behavior change from a person as a result of viewing a one-half hour videotape. Actual behavioral change is often the result of many influences, and the intended audience was older than the age group that is easily impressionable. Many of the individuals who viewed these tapes already considered themselves well informed about and working on the issues discussed, so that there would be no need for their behavior to be different. There was also a portion of viewers who were resistant to the concepts for which Project BORN FREE worked, and one or two videotapes would probably not alter their thinking. Taking all of these factors into consideration, the impact of the videotapes was strong enough so that close to one-third of the viewers listed a way in which their behavior might change as a result of viewing the tape.

The videotapes were described as possessing many strengths. Those mentioned most frequently were the wide diversity of interviewees and the personal statements they offered. The topic discussed in the individual tape itself was also frequently mentioned as a positive aspect of the tape.

Fewer responses were provided to the questions on the tape's weaknesses than to those regarding the strengths. Even though many felt that the interviewees were a very heterogeneous group of individuals, some of the viewers thought this very group was not diverse enough. Because many of those interviewed were educators, it was hoped that much of the intended target audience would relate to them. The other major weakness cited was the format of the videotapes, which is mainly one short statement after another interspersed with some narration.

Only the formal, written evaluations were documented, but the presentation of the videotapes was definitely a large factor in BORN FREE's multiplier effect. Numerous viewers from all over the United States and Canada requested to be placed on the Project's mailing list, and some desired either to show the tape to another group or to field test one or more of the learning strategies. Because many participants in the BORN FREE 1978 National Summer Institute were very knowledgeable regarding the issue of sex-role stereotyping in career development, their very enthusiastic response to the videotapes was unanticipated. Many of them devoted one of their few free evenings to watching the videotapes which they had not been able to see during the day sessions. At the close of the Institute, seventy-four requested specific tapes for field testing, and numerous requests have been received since then. Not only have these requests reinforced the hope that these tapes are of good quality, but they have also proven that they are needed by those concerned with change.

Individual Tape Analysis

Videotape #1 - "BORN FREE: A World of Options." This tape received the most extensive evaluation, and as a result of the feedback, some changes were made on the following tapes. The tape serves its purpose as a sampler videotape, although some of the audience viewing the following tapes were unhappy to have already seen portions in the sampler. Because those interviewed possess beliefs similar to those of the Project's, their diversity is not as great as some viewers would have wished. However, many of those evaluating this tape thought the interviewees did represent a diverse population. The fact that this tape is a

stimulus tape was appreciated by the many who stated that their awareness had been raised, but not appreciated by those who hoped for specific answers to those factors which inhibit career options. This tape was viewed as very appropriate for all of its intended audiences and rated as having at least a strong impact. However, since one-fourth of the junior high school students viewing the tape were bored, other strategies to illustrate career-related sex-role stereotyping should probably be selected for those younger than high school age. Dr. Jeannette Piccard, a balloonist, Episcopalian priest ordained at seventy-eight years of age, and parent is highlighted in this tape, and many viewers definitely identified with or commented on her persistence. If only one tape of the series can be shown, or if the purpose of the presentation is merely an introduction to BORN FREE, this tape would best serve those purposes.

Videotape #2 - "Men: Choices and Changes." This videotape was the second most frequently evaluated, and it, too, received very positive evaluations. The content of the tape, a presentation of male socialization, was viewed as valuable and interesting. The tape presents men freeing themselves from traditional roles, and this message was viewed as one of the tape's major strengths. This videotape was viewed as appropriate for all target audiences studying the area of male socialization.

Videotape #3 - "Women: Choices and Changes." Similar to the others, this tape was rated as interesting, although the now familiar topic of female socialization was not considered a major strength. The personal statements provided by the diverse interviewees portray the stereotyped messages that girls and women have received. This tape was rated as appropriate for all

audiences discussing female socialization.

Videotape #4 - "The Joy of Choosing." This videotape was evaluated by only nine individuals, so the prospective user may desire to preview it before its presentation. The evaluations were positive, and there is no reason to think that the feedback would be different from that provided for other tapes. The tape presents two lengthy segments portraying people who have chosen nontraditional careers, and the viewers felt the panel of women scientists was a major strength. The main topic is the joy and struggle involved in life decisions, and this was viewed as another strength. The tape was viewed as appropriate for all of its target audiences, and definitely provides positive role models for those considering departing from traditional career paths.

Videotape #5 - "Parenting: Three Generations." The format of this tape is different from those discussed previously, as a set of prospective parents, a mother, and a grandmother are the only people interviewed. Even though only four individuals were presented, their diversity was seen as a major strength, and the format was not cited as a weakness. The topic of parenting was considered a strength, although the lack of male parents displeased some of the viewers. This tape was rated as appropriate for all intended target audiences and especially beneficial for parents.

Videotape #6 - "Parents as Influencers." As with some of the other tapes, the issues discussed were seen as one of this tape's major strengths. Many people ranging in age from children to older adults are presented reflecting on the parental messages they have received. The wide range of interviewees is viewed as another

strength by some, and as a weakness by others. Another problem which was similar to that of other tapes was the repetitive format. This tape was developed primarily for parent education, and the viewers thought it was especially appropriate for that particular audience.

Videotape #7 - "Schools as Influencers." This tape presents critical incidents from the view of the students who have received stereotypic messages. Also included are comments by educators who provide ideas with which to deal with sex-role stereotyping. This content was rated as extremely valuable and interesting. The audience indicated that the tape was very appropriate for parents, but few responded to the questions regarding its appropriateness for educators and students. The format was not viewed as a weakness of this tape, although some felt it was too long.

Videotape #8 - "Colleges as Influencers." This tape also received a positive rating, but much of the audience did not rate its appropriateness for postsecondary educators, the group for which it was intended. It was evaluated as appropriate for postsecondary students, as the audience assumed they would benefit from the presentation of the ways in which colleges limit the choices available to women and men.

Videotape #9 - "Why Change?" This summary videotape was rated similarly to the other eight even though only Dr. Sunny Hansen and author Warren Farrell (The Liberated Man) are presented on it. The tape is rated as appropriate for all of its target audiences and many superlatives were offered in response to the question regarding its strengths. Specific suggestions are offered as to what can be done to facilitate career development, and this is

what had been previously requested, especially in "BORN FREE: A World of Options." The issues discussed were viewed as very important ones presented in many of the other videotapes.

Conclusion. Because the intended audience for the videotape series included parents and educators at every level, meeting their diverse needs was expected to be difficult. However, the series received excellent ratings by all groups of viewers.

One of the most frequent complaints regarding an individual videotape was that a certain portion of the population (e.g., househusbands, sensitive men, elementary students, women, traditional men, members of the lower socioeconomic class, etc.) was not presented. Each videotape was only thirty minutes in length, and it was very likely that the missing representative was on at least one of the other videotapes. Even though this was one of the major weaknesses cited, a large percentage of the audience did realize, and list as a strength, the fact that the interviewees did indeed represent diverse segments of society.

Another weakness cited was the fact that many of the videotapes raised questions without providing answers. The attempt of most tapes was to raise questions and then stimulate discussion, out of which ideas would develop. A set of Video Viewers' Guides have been created which explain the purposes of the tapes and should help prevent viewers' false expectations.

Summary

One method used to meet the goals of Project BORN FREE was the development of nine one-half hour videotapes. These videotapes were based on the Career Development Curriculum, needs

assessments of Project institutions, and literature reviews of career-related sex-role stereotyping.

Each of the nine videotapes was evaluated by at least one group of people immediately after it was viewed. Most participants completed Videotape Evaluation Forms, although other instruments were also used. A majority of those completing forms were educators, one of the intended target audiences.

Forms were processed by the Product Evaluator, either by computer or by hand. A total of 1519 people viewed and evaluated the nine videotapes during the 1977-1978 school year. Overall, the evaluations were very positive, and most either strongly agreed or agreed with questions one through five and eight on the Workshop Evaluation Form. These responses indicated that the tape was both valuable and appropriate for parents, secondary and post-secondary students, and all levels of educators.

In response to the open-ended questions, each videotape was described as possessing numerous strengths. The wide diversity of those interviewed and their very personal, honest statements were frequently cited. The topic of each videotape itself was also often listed as a strength.

The question regarding the tape's weaknesses did not elicit as many responses as did the corresponding one regarding strengths. Some would have liked the interviewees to have represented even more diverse populations, and others were bored by the repetitive format.

The presentation of the videotapes was a large contributing factor to Project BORN FREE's multiplier effect. Many of the viewers asked to be placed on the Project mailing list, and some

desired to field test at least one of the products. About three-fourths of the participants at the BORN FREE 1978 National Summer Institute also requested to field test at least one, usually many, of the videotapes.

As one part of the multimedia training materials, the videotapes appear to be effective, as determined by immediate responses of a large number of viewers. The fact that about one third indicated the tapes would change their behavior in some way also was a positive indicator. The extremely positive response of the participants in the BORN FREE National Training Institute also provides evidence of tape effectiveness. That so many viewers with relatively sophisticated backgrounds in career development. and sex-role socialization found the tapes useful and wanted to show them in their own settings or work attests to their impact. While they were produced on a low-cost budget without formal scripts or rehearsed interviews, they appear to have achieved their goal and to be appropriate for intended audiences. More field testing needs to be done with parents, as educators represented the largest viewer group. Effectiveness of the tapes when used in conjunction with viewers' guides also needs to be examined. Whether the tapes will have long-range impact remains to be determined but is outside the scope of this Project.

III. Training Packets

Development of Packets

One of the main accomplishments of the first year of Project BORN FREE's existence was the development of Training Packets pertinent to each of the three developmental levels: Elementary, Secondary, and Postsecondary. The University staff combined topics from their review of the literature regarding career-related sex-role stereotyping with the needs assessed in the field site members' systems diagnoses to develop themes for the Packets. The University staff and field site team members then worked from a plan and format created by the Director. They began by outlining their basic goals and objectives as well as the procedures anticipated to be used in developing the strategies. The teams were provided with information on writing goals and objectives and creating and evaluating the activities. Based on their interests and abilities, different members accepted responsibility for the various sections of the Packets. University Project Assistants coordinated the overall development of the Packets. Each level assumed responsibility for the following material which was to be included in all of the packets: (1) Glossary and Guidelines for Leaders; (2) Introductory Materials; and (3) Change Process Materials.

The original copy of each Training Packet was completed by June 12, 1977. Copies were then duplicated and distributed to the BORN FREE staff and to the participants in the 1977 Summer Institute.

During Project BORN FREE's second year, the learning strategies were further field tested. In addition, more local and national consultants were asked for feedback. One local consultant, Gloria Kumagai, Director of the W.E.E.A. project, "Integrating Minorities into Non-Sex Biased Curriculum," reviewed the strategies for sensitivity to minority concerns.

As discussed in the following section on Evaluation Procedures, field test data were incorporated into the learning strategies throughout the spring of 1978. Besides rewriting the strategies, the introductory materials were also revised. An important addition to the packets was a "Fact Pack" developed by Gerri Perreault, Administrative Assistant for the Project. The "Fact Pack" consists of a compilation of statistics on the status of women in education. Also added to the packets were strategies written specifically for each of the BORN FREE videotapes.

The training packets were printed in June, 1978, in time for the BORN FREE National Summer Institute. They were then proofread carefully, and final revisions were incorporated.

Evaluation Overview

The learning strategies, which are a part of the training packets, were evaluated in 1977 (Warsett, 1977), revised, and then field tested and evaluated during the 1977-1978 school year (Appendix P). Evaluations were received from the following sources: (1) Two local consultant readers each critiqued a training packet; (2) Participants in training sessions, most frequently educators,

completed Learning Strategy Rating Forms after experiencing the strategy; (3) Members of internal field site teams read and evaluated a group of strategies; (4) Two participants, after attending the 1978 National Institute, completed Learning Strategy Review Forms (Appendix F) regarding twenty different strategies. Because they are appropriate to a wide range of adults, many of the strategies appear in at least two packets; however, the strategy will be discussed in the level section under which it was experienced. Since all of the comments reported here have been shared with the consultants, the feedback has been incorporated into the revised strategies.

Evaluation Procedures

External field-tests. An extensive attempt to secure feedback on each learning strategy was undertaken during the first and second quarters of the year. Between September and December, 1977, seventy-five people who had indicated an interest in field-testing strategies were mailed a Training Packet Field-Test Request Form (Appendix Q). These people had heard of the Project through formal presentations, newspaper articles, or informal conversations. Requests were received from ten states including Arizona, California, Kentucky, Massachusetts, Minnesota, and South Carolina.

Forty Training Packet Field-Test Request Forms were completed and returned by March 15, 1978. Based on the demographic data provided and the goals of the planned training activities, the Project Evaluator selected and mailed five to ten relevant

strategies to each group. A total of 266 strategies were mailed, 70% from the Postsecondary Packet. This was because the majority of requests were for activities to be held at institutions of higher education and also because the strategies from this packet were completed before those from the other two.

Unfortunately, only four of the 28 individuals receiving national field test packets returned Learning Strategy Rating Forms. Some wrote that they planned to use the strategies at a later date, but this did not help the Project's field test. The information received will be discussed below in the section regarding the Postsecondary Training Packet, since no material on the other packets was received.

Elementary Training Packet

Local consultant reader. The reader, an elementary counselor, responded to a set of standard questions asked by the Project Director (Appendix E), commenting both on each section of the Packet and on each of the strategies. He believed that the Training Packet could stand alone and that the articles were "very useful." He stated that the language was appropriate and that the format was not too "academic." The introductory sections were deemed adequate, although they were expanded before the final copy was presented. He felt the Guidelines for Workshop Leaders were very helpful. The reader's comments regarding each strategy will appear in a later section, but it should be noted that he chose twenty-nine strategies out of a total of sixty-two (47%) to label as either "very good" or

"excellent."

Overall evaluations of specific strategies. Below is a discussion of the evaluations received on the specific strategies in the Elementary Packet. To gain the most from the discussion, readers of this report should look up the cited strategy. "Work Force Quiz" IA1 was judged to be a powerful strategy by both the consultant reader and the module reviewer. The reviewer was likely to use the strategy, and the reader appreciated the attached articles.

Problems were anticipated by the consultant reader, module reviewer, and the field site reader with "Psycho-Social Visit" IA2. The reader anticipated that companies would not welcome visitors due to a fear of discrimination suits, and the module reviewer found the concept, language level, and required interview techniques so high as to render this exercise suitable only for those possessing much education. Neither this reviewer nor the field site reader were likely to use this exercise, and the latter found the details difficult. This strategy, however, was experienced, and evaluated as very useful (Keierleber, 1977) by the participants in BORN FREE's 1977 Summer Institute.

The fact that the correct answers are so obvious in "Check Your Attitudes" IB1 received two very different evaluations. The field site reader felt this left nothing to be discussed, but the consultant reader felt the quiz forced him to examine his own attitudes. Nine adults experienced the activity at one of the Project's Elementary schools, and seven (78%) of

them rated it as either fair or poor. Unfortunately, none commented on these low ratings. On the other hand, the module reviewer felt the strategy was appropriate for both educators and parents. The survey part of the strategy has been used with students ranging in levels from elementary to senior high, and it has proved to be a powerful reinforcer of the fact that sex roles are learned and incorporated at an early age.

"Facilitators/Inhibitors of Career Development" IC1 and "Introductions: Career Influencers" IC2 were reviewed by the module reviewer as appropriate for elementary educators and parents, and she did expect to use these strategies. Both the module reviewer and the field site reader were pleased with "The New Superintendent" IC3, although the consultant reader was worried that this exercise was not appropriate for realizing the limitations of traditional stereotypes.

The consultant reader did not feel the article accompanying "Joe Househusband" IB4 was very beneficial; the consultant agreed, and it was deleted from the final packet. The module reviewer believed the strategy appropriate for both educators and parents, but she felt it could be a threatening activity.

"Early Sex Role Messages" IC4 was deemed appropriate for both educators and parents by the module reviewer, and she indicated that she was likely to use that strategy. The consultant reader felt this activity was excellent.

One field site reader rated "Impact of Social Policy" IC5 as good and another rated it fair. The module reviewer felt it was appropriate for both educators and parents and was likely to use

it in her institution, although neither of the other readers was likely to use it.

The only comment provided regarding "Masculine/Feminine" IC6 was offered by the module reviewer who viewed it as too feminist for her personal use. "Double Jeopardy" IC7 was deemed appropriate for educators and parents by the same reviewer. Both the consultant reader and the module reviewer liked "Career Life Line" ID1.

The consultant reader and two field site readers were all pleased with "Magic Seminar" ID2. This is similar to the feedback received from those who experienced the strategy at the 1977 BORN FREE Summer Institute (Warsett, 1977, pp. 15-16). The module reviewer found the content valuable but would not use it because she felt the leader was expected to be quite forceful.

"Family Tree" ID3 was judged appropriate for educators, parents, and upper elementary children by the module reviewer, and the consultant reader stated that it was a good strategy. Nine members of a field site elementary staff experienced and evaluated the strategy. Three (33%) stated that it was interesting, although five (56%) warned that the occupational history of a family is often a sensitive area, and many may feel threatened by this activity, which lists the occupations of relatives and ancestors. After receiving this comment, a Note to Leader was added to the strategy, suggesting another activity be selected if working with individuals who would not

feel comfortable discussing their family or past history. One field site reader offered a similar warning regarding "Family Portrait" ID4, but none of the other three reviewers anticipated this difficulty. The other field site reader stated the activity was fair, while the consultant reader wrote that it was a "good self-evaluation exercise." The module reviewer found it appropriate for educators and parents, and she was likely to use the strategy.

The consultant reader described "Peer Messages" ID5 as an excellent strategy, and the module reviewer, who was likely to use it, believed it appropriate for both educators and parents. One-third of the twelve individuals who experienced it as a faculty inservice were pleased with the interaction stimulated, but one-fourth were unhappy that no solutions were discussed. The consultant reader felt that "Family Messages" ID6 was too similar to ID5 to be included, but the module reviewer scored this strategy in the same way as she had ID5, and also as she scored "It Could Happen to You..." ID7. The consultant reader felt the role-playing aspect of this strategy was very valuable.

The rental of films can be a difficult problem, and therefore the consultant reader was worried that "Male/Female Films" ID8 was not a good strategy. However, the films are powerful, and if they can be secured, the strategy is a worthwhile one.

Both of the field site readers labeled "Media Are the Message" IE1 "good," and one felt that good discussions would probably

result. The consultant reader labeled the activity "O.K.," and the module reviewer stated that it was appropriate for both educators and parents.

The consultant reader felt the collage idea has been overworked, but he still felt the idea of "Collective Collage" IE2 was a good one. Both of the field site readers and the module reviewer felt it was appropriate for educators, parents, and students at the elementary level. Both of the elementary field site readers worried that magazines would be difficult to find, and as will be seen in the Postsecondary Section, not having a sufficient number can be a problem.

The consultant reader suggested that "What's Wrong With This Picture?" IE3 should be done in one day rather than in the two suggested. However, his advice was not heeded, as then radio and television would not be available targets. He felt "Fantastic Voyage" IE4 was "O.K.," and he labeled "Breaking Stereotypes" IF1 as "excellent." Six elementary teachers experienced this activity, and five (83%) rated it as either "very good" or "good." These five indicated that the objectives and directions were clear, and three (50%) commented on the personal awareness gained.

The consultant reader rated "What's Their Line?" IF2 as "O.K.," but he did not understand "Physical Continuum" IG1. However, when this strategy was experienced at the 1977 Summer Institute (Warsett, 1977, pp. 16-17), it was rated very positively, even though it was viewed as very threatening.

"Relevant Research" IIA2 is a strategy derived from Project

BORN FREE's Elementary Literature Review (Pelcak, 1977), and the consultant reader was pleased with it. He also liked "Research versus Reality" IIIA1, a similar strategy.

Four field site readers evaluated "The Ideal Student" IIIA2, and they all rated it as either good or very good. All four felt that the objective and directions were clear, that the strategy was appropriate for achieving its objective, and that it was appropriate for elementary educators. Two felt that the strategy would likely lead to good discussions, and the consultant reader especially liked the brainstorming component.

The consultant reader felt "Daily Dilemmas" IIIA3 was an excellent activity, as he did "Check Your Perception, Check Your Behavior" IIIA4. He especially liked the attached article, although one of the four elementary field site readers suggested deleting it. Three (75%) of the four rated the strategy either "very good" or "good," and all felt the objective was clear. Two of the latter four readers felt the wording was unclear, and the strategy was then rewritten and expanded.

The participants in the 1977 Summer Workshop evaluated "Textbook Analysis" IIIB1 very positively (Marsett, 1977, pp. 24-25), and the consultant reader felt it was an excellent hands on experience. Three of the four field site readers who evaluated it rated it as either "very good" or "good," and they all felt the objective and directions were clear. One of the 1977 module reviewers suggested that educators be instructed regarding necessary procedures if a school could not afford to

replace those textbooks considered sexist. The article which now accompanies the strategy, "What You Can Do About Biased Textbooks" serves that purpose.

All four of the field site readers felt the objective and directions were clear, that the criteria were adequate, and that "School Personnel and Sex Bias" IIIC1 was appropriate for elementary educators. Three of the four (75%) rated it as "very good" or "excellent," as the consultant reader had. Seventeen of the faculty from one of the Project's junior high schools experienced this strategy at one of their workshops. Nine (53%) rated the activity as either excellent or very good, and all felt the objectives and directions were clear. It was suggested that readings be attached, but the consultant did not feel that this was necessary. The group discussion was viewed as a major strength of the strategy, and no major weaknesses were listed.

Nine people experienced "Home on the Electric Range" IVA1 at an inservice at one of the Project's elementary schools, and four (44%) were pleased with the informal discussions that followed. An even larger percentage (55%) did not list any weakness for the strategy. Four field site readers rated the activity either very good or excellent, as the consultant reader did. The four field site readers circled either "strongly agree" or "agree" for all statements on the Learning Strategy Rating Form, except for number four, regarding the appropriateness of the time allotted, where three circled "uncertain." One mentioned that the 1½ hours suggested may be too much, although the other

two did not explain their answers. Three of these four readers were especially pleased with the questions regarding single parent families.

The same four field site readers evaluated "Occupational Sex Typing" IVA2, and they all felt the objective and directions were clear, and the resources listed as necessary were adequate. They felt the criterion indicated that the objective had been met and that the strategy was appropriate for elementary parents and educators. Three commented that this was a very basic strategy, and a Note to Leader has been added so that the activity is not used with advanced groups. The consultant reader wrote that this strategy was a very good one.

All four field site readers evaluating "Home and Life Style" IVB1 rated it as "excellent" or "very good," the rating assigned it by the consultant reader. All of the field site readers indicated that they would probably use this strategy and that it was appropriate for achieving its objective of identifying the changing roles of women and men in families and occupations. The objective and directions were clear, and two wrote that the included questionnaire was a good way to raise awareness.

The four field site readers and the consultant reader had very diverse opinions regarding "Are You Hurting Your Daughter Without Knowing It?" IVB2. The consultant reader especially liked the article, and felt the activity was "excellent," as did one of the other readers who suggested the discussion also be directed at boys. One of the other three readers felt the activity was "very good," one "good," and one "fair." All agreed or strongly agreed that the objective and directions were clear, and that this strategy was appropriate for elementary parents and educators.

Four different elementary field site readers evaluated the following eight strategies. All were teachers ranging in age from twenty-three to forty-five years, and two (50%) were in the forty to forty-five category. Three (75%) were women, and two (50%) were parents.

Three felt the objective for "The Great Debate" IVC2 was clear, and all (100%) felt the directions were. All felt that the learning strategy was appropriate for achieving the objective and that thirty to forty minutes was an adequate amount of time to be allotted. Three (75%) felt the criterion adequately indicated that the objective had been met, and all felt the strategy was appropriate for elementary educators and parents. Three (75%) were likely to make use of this activity in their institution. The strength mentioned by all was that the participants would be free to express their true feelings. Three weaknesses were listed including the probabilities that this could be threatening and that people of different awareness levels could be debating each other. The Consultant suggested that this strategy be used with a group whose trust level is high, whose knowledge of career development is moderate, and whose knowledge of sex-role stereotyping is moderate to high.

All either agreed or strongly agreed with the first seven questions on the Learning Strategy Rating Form regarding "Androgyny Test" IVD1. However, two (50%) were uncertain that they would use it in their institutions, and one worried that it could be too threatening. Three of the field site readers felt it was a positive means by which to raise awareness.

All of the field site readers rated the objective and directions

for "Power Structure" VA1 as clear. Three (75%) felt the strategy was appropriate for the objective, but the same number (N=3, 75%) disagreed that forty minutes was enough time to complete all of the components. The Consultant agreed, and now three hours is listed as the minimum time required. Three (75%) thought the resources listed were adequate, but the other reader was unhappy with the negative tone of the attached article. Three (75%) felt the criterion was adequate and that the strategy was appropriate for elementary parents. Two (50%) were likely to use the activity which received four different ratings: one (25%) excellent, one (25%) very good, one (25%) good, and one (25%) poor. Two (50%) wrote that the overview of the school system provided was very valuable, and another (25%) especially liked the suggestions regarding ways of proceeding.

Only two of the readers evaluated "Strategies for Action" VC1, and all (100%) felt the objective and directions were clear. One (50%) strongly agreed that the strategy was appropriate for achieving its objective, but the other disagreed because he felt it was too negative. One (50%) agreed that the amount of time allotted was adequate, but the other was uncertain because she said it would actually take years to make the suggested changes. Not surprisingly, the female teacher strongly agreed that the resources listed were adequate, and she wrote that the attached reading was "great." The male teacher disagreed as to the adequacy of the attached article. Both felt the criterion did measure the achievement of the objective, but only the female teacher felt the strategy was appropriate for elementary parents, and only she was likely to use it. As expected, the female

teacher rated it overall as excellent, and the male as poor. If these two readers are any indication, this strategy can be expected to cause much controversy.

The four field site readers felt the objective of and directions for "Institutional Analysis" VIA4 were clear. Three (75%) strongly agreed that the strategy was appropriate for achieving its objective, although the other reader wrote that most personnel do not have knowledge of the necessary information. Three (75%) thought that the amount of time allotted and the criterion were adequate, and that the strategy was appropriate for elementary educators and parents. Only two (50%) strongly agreed that they would use this strategy in their institutions. The strategy was rated excellent by two (50%), very good by one (25%), and poor by one (25%). One (25%) reader suggested the strategy be used district-wide, and three (75%) saw it as a positive approach to change. Two (50%) worried that the activity may be too lengthy.

All four teachers evaluated "Looking at Change" VIB1, and there was much agreement regarding this strategy. All either agreed or strongly agreed with the first seven questions on the Learning Strategy Rating Form, and three (75%) were likely to use this activity. The one rater who was uncertain regarding its use commented that ninety minutes was a long time to ask people to sit. One (25%) rated it excellent, two (50%) rated it very good, and one (25%) good. Three (75%) of the readers wrote that it was a positive way to introduce people to new concepts.

The original four field site readers plus an additional female

teacher evaluated "Force Field Analysis" VIC2. Four (80%) felt the objective was clear, and one less (N=3, 60%) felt this way regarding the directions. Four (80%) indicated that the learning strategy was appropriate for achieving the objective, and three (60%) felt the resources listed were adequate. Four (80%) rated the criterion as adequate and the strategy as appropriate for elementary parents and educators. Three (60%) were uncertain as to whether they would use it. The strategy overall was rated excellent by two (40%), very good by one (20%), good by one (20%), and fair by one (20%). Four (80%) wrote that this strategy provided a very good framework for analyzing problems, although the other (20%) reader felt it was quite a difficult activity.

The four female field site readers evaluated "Making a Decision" VID1. All (100%) thought the objective and directions were clear, and three (75%) thought the strategy was appropriate for achieving its objective. All felt the amount of time allotted was adequate, and three (75%) felt the same regarding the resources and criterion. All rated the strategy as appropriate for elementary educators and parents, and three (75%) were likely to use it. Overall, the strategy was rated excellent by one (25%), very good by two (50%), and good by one (25%). All four felt the activity was a good way to raise awareness, and one (25%) wrote that writing in a journal would be impractical for most school situations. That is true, but if an ongoing workshop is involved, journals are very beneficial.

Secondary Training Packet

Evaluation overview. The Secondary Training Packet was developed in 1977 by the Director, Level Coordinator, Project Consultant and field site team members. The strategies were field tested at the 1977 BORN FREE Summer Workshop, evaluated by local and national consultant readers (Warsett, 1977), and then revised. During the 1977-1978 school year the activities were further evaluated, and revised again.

Local consultant reader. A counseling coordinator with a local school district read the Packet and responded to the standard list of questions asked by the Director (Appendix E). He wrote that the Packet could stand alone, as it was very well organized and easy to follow. While he viewed the format as articulate and logical, he was worried that if a presenter did not alter it from strategy to strategy, the presentation could become too formal.

The introductory material was judged to be very adequate and also necessary for the readers who have had little experience with career development or sex-role stereotyping. He felt that the language was appropriate, although sometimes a little sophisticated for those unfamiliar with the field. However, if this were the case, the definitions could be helpful, and the facilitator could paraphrase some of the concepts.

The consultant reader felt that the materials were appropriate for parents, although he would have liked even more strategies included in their section. He wrote that there were some areas that were so emotional, exercises in values clarification would possibly be helpful. He also suggested that cultural, ethnic,

and single-parent influences be mentioned, and these aspects have been added to many of the strategies, as this was a frequent suggestion.

The career development conceptual framework was very clear, and he felt there was no need to be worried about an excess of educational jargon. He felt that the format of the Training Packet was not too academic and presented an adaptable teaching model.

This consultant reader ended his evaluation with the following: "In summary, I want to commend the BORN FREE staff for providing a creative, thought provoking package for educators and other concerned persons."

Overall evaluation of specific strategies. Below is a discussion of the feedback received on many of the specific strategies. Because the details of each strategy will not be reported, it would be very helpful for the reader to have a copy of the Secondary Training Packet itself at hand.

A modification of "Career/Occupation/Job/Lifestyle" IA2 was experienced at the 1978 BORN FREE National Institute. The different components (i.e., objective, directions, criterion, etc.) were not evaluated, but the participants did view the activity as a worthwhile one (Penn, 1978).

"Career Development Principles" IA3 was evaluated by a field site reader who felt the directions and objective were clear, but that the strategy was not able to achieve its objective. She felt the attached article was so dull that it would be much more beneficial to use a good lecturer. However, this strategy was evaluated positively at the 1977 BORN FREE Summer Workshop

(Keierleber, 1977).

"Work Force Quiz" IB2 and "Lifestyle Activities and Occupational Survey" IB3 were discussed in the Elementary section. Although "Myths and Realities" IC1 has not undergone formal evaluation, the Evaluator is familiar with presentations which have been drawn from the accompanying article. The myths discussed (i.e., girls are more fearful than boys, females are more passive than males, etc.) are so prevalent that a lively discussion often ensues.

Two of the field site team members administered "The New Superintendent" IC8 to twenty of their eighth graders (much younger than the specific target audience), and also to a member of their business community. The field site members felt the strategy was clear and able to be completed in forty-five minutes. They rated the strategy overall as good, but felt the criterion was too difficult for their students. Because adults are the intended audience, the criterion was not altered.

One of the field site readers had experienced "Magic Seminar" ID1 at a workshop. The participants did not evaluate it, but the reader did so based on the participants' experiences. She felt the strategy was very clear, appropriate for meeting its objective, and she rated it overall as excellent. She would have liked at least ninety minutes to complete it because comments can be made in a non-threatening atmosphere. The commonality of feelings discovered was seen to be a real plus for the activity.

All five members of one of the secondary field site teams read "Role Identification" ID2, but none felt comfortable using

it. They felt the activity did not achieve its objective of identifying the factors influencing various female and male career patterns. However, numerous University staff members had either experienced or used this strategy, and it was judged to be a worthwhile one.

Two field site team members used "Breaking Stereotypes" ID3 with forty of their eighth grade students. The team members judged it to be very good overall, clear, and appropriate for achieving its objective. The strategy was completed in the suggested forty-five minutes, and at the end, the students were able to complete the criterion of listing ten stereotypic occupations and noting whether they needed to be sex-stereotyped.

The following twenty strategies were read and evaluated on Learning Strategy Review Forms by a participant in the 1978 BORN FREE National Institute. This reader is a counselor in Puerto Rico, and therefore, she was very concerned with the transferability of the strategies. She felt that "Reviewing the Literature" ID6 was marginally appropriate for the secondary educators in her country. She felt that even though English was understood and read, the Training Packet should be translated into Spanish.

The module reviewer thought that "Physical Continuum" IE1 was very appropriate for educators, students, and parents at the secondary level. She planned to add twenty minutes to the activity when she used it, and did not feel it important that her audience's trust level or level of sex-role stereotyping be high. This may be a cultural difference, since at the 1977 BORN FREE Summer Workshop, this exercise was judged to be very threatening (Warsett, 1977).

Even though the English language is the topic of "Language and Sex-Role Stereotyping" IIA1, the module reviewer thought it would be good for educators, parents, and students at the secondary level in Puerto Rico. She was planning to use the activity with both counselors and curriculum technicians. The reader also felt "Personal Pronoun Problem" IIA2 was appropriate for educators, parents, and students, and was likely to use this strategy.

The module reviewer wrote that "You Are What You Say" IIA3 was appropriate for all involved with the secondary level. She planned to modify the discussion component of the strategy to make it a game.

"Collage: Men/Women at Work" IIA4 was discussed and well evaluated in the elementary section. The module reviewer rated it as appropriate for her level, although she felt the trust level should be marked medium or high rather than low. This, too, may be a cultural difference, as this strategy has been well received by some junior high school students, who spent no time building trust with each other.

The module reviewer rated "Media Messages"IIA5 as appropriate only for secondary students. On the other hand, she felt "What's Wrong with this Picture?" IIA6 was appropriate for educators and parents, but not students. She felt that she would use both of these strategies.

The module reviewer thought that "Seeing Is Believing" IIA7 was appropriate for educators, parents, and students, and she was likely to use it. She suggested the optimal level of trust and sex-role stereotyping awareness would be moderate or high, but the low level suggested was retained in the strategy.

Forty-one elementary and secondary teachers at an inservice workshop experienced "The Ideal Female/Male Student" IIIA1. The most frequent problem mentioned was the shortage of time (N=13, 32%), and the module reviewer also felt it would be difficult to complete in one hour. The workshop participants were allowed only fifty minutes, and with good facilitation, the strategy could probably be brought to closure in sixty minutes, the minimum time required. Five (12%) of the workshop participants were pleased that the strategy involved everyone, and four (10%) felt their awareness had been raised. Thirty-five (85%) indicated that the objective was clear, and two more (N=37, 91%) felt the same regarding the directions. Twenty-three (56%) of the workshop participants rated the strategy as appropriate for achieving its objective, and one more (N=24, 58%) felt it was appropriate for secondary educators. The module reviewer agreed that the strategy was appropriate for secondary educators, and she was likely to use it in her institution. Eighteen (45%) of the workshop participants also indicated the likelihood of using the strategy. Overall, the strategy was rated as excellent by two (5%), very good by sixteen (39%), good by eleven (27%), fair by eight (20%), and poor by two (5%). Two others did not respond to this question. This strategy was rewritten after it was presented to this workshop, and now each participant is expected to engage in fewer activities.

The module reviewer thought that "School Situations: Role Plays" IIIA2 and "School Comparison Charts" IIIB1 were appropriate for secondary educators, and she was likely to use them. However, she felt that the career development knowledge for the latter should be moderate. She planned to use the strategy to help

vocational school directors answer their self-evaluation sheets.

Seventeen participants in the Faculty Workshop at Sunrise Park Junior High, a field site school, experienced "Role Behavior Checklist" IIIB2. Fourteen (82%) were teachers, two (12%) were counselors, and one (6%) was a parent. The participants ranged in age from eighteen to fifty-five, and seven (41%) were parents. Eleven women (65%) and six men (35%) completed Learning Strategy Rating Forms, and all (100%) felt the objective and directions were clear. Twelve (71%) indicated that the strategy was appropriate for achieving its objective, and ten (59%) stated that the forty-five minutes allotted was adequate. Four (24%) did suggest that more time would have improved the activity. The resources listed were rated as adequate by twelve (71%), and fourteen (82%) felt the criterion did measure whether the objective had been met. The module reviewer perceived the strategy as appropriate for secondary educators, and twelve (71%) of the workshop participants concurred. The module reviewer was likely to use the strategy, as were nine (53%) of the Sunrise Park members. Overall, the strategy was rated as excellent or very good by nine (53%), good by six (35%), and poor by one (6%). More than one-third (N=6, 35%) stated that their awareness had been raised, and five (29%) felt a good discussion resulted. Three (18%) stated that the topic of role behaviors was well covered.

The module reviewer wrote that "Examination of Curriculum Areas" IIIB3 would be very useful for secondary educators involved in the process of self evaluation, and she planned to use it. The module reviewer was especially pleased with "Vocational Education and Sex-Role Stereotyping" IIIB4, as she already had

the attached article translated into Spanish. She viewed it as appropriate for secondary educators, parents, and students, as she saw a real need for the elimination of sex-role stereotyping in vocational education programs.

The module reviewer thought that "The Politics of Training Teachers in Schools" IIIB5 was appropriate for secondary educators, and she was likely to use the strategy. She felt the same way about "Schools as Influencers," videotape IIIB6, although she added secondary parents to the groups for which she considered it appropriate.

An audience was awaiting "Textbook Analysis of Sex-Role Stereotypes" IIIC1, as the module reviewer was anxious to use it with the curriculum technicians eager to learn to identify sex-role stereotypes in textbooks and other educational materials. She also thought that "Stereotypes of the Physically Disabled" IIIC2 was appropriate for secondary educators and parents, and she was likely to use the activity.

Eight participants at the BORN FREE presentation at the Midwest Conference of Social Studies experienced "Introductions: Career Influencers" IVA1. The participants included six (75%) teachers and one (12%) administrator. Four (50%) were employed at the secondary level, and three (38%) at elementary. The participants ranged in age from twenty-three to fifty-five, and half (N=4, 50%) were parents. Five (62%) females and three (38%) males were in attendance. All (100%) agreed that the objective and directions were clear, and seven (88%) felt the strategy was appropriate for achieving its objective. All rated the amount of time allotted as adequate, and five (62%) rated the criterion

as adequate. All except one (N=7, 88%) thought the strategy was appropriate for secondary educators and parents, and five (62%) were likely to use it. Three (38%) enjoyed the sharing that resulted, and two (25%) wrote that the strategy had no weaknesses.

Twenty of the faculty at Mounds Park Junior High, a field site school, experienced and evaluated "Occupational Family Tree" IVA2. Seventeen (85%) felt the objective was clear, and the consultant reader agreed with them. All except one (N=19, 95%) rated the directions as clear, and sixteen (80%) participants and the consultant reader felt the strategy was appropriate for achieving its objective. Fourteen (70%) indicated that the forty-five minutes allotted was an adequate amount of time, and the consultant reader concurred. Thirteen (65%) felt the listed resources were adequate, although the consultant reader suggested that preparation time be given, as he was not aware of the occupations held by his grandparents or great-grandparents. However, it was decided not to alter this aspect of the strategy, as this lack of knowledge can also engender an interesting discussion. Fourteen (70%) felt the criterion adequately indicated that the objective had been met, and sixteen (80%) plus the consultant reader saw it as appropriate for secondary parents and educators. Thirteen (65%) were likely to use the strategy, and the consultant reader anticipated the activity to be an exciting one. Twelve (60%) rated the strategy as very good or good, as the consultant reader did, four (20%) rated it average, and one (5%) rated it poor.

Ten junior high school students experienced "Role-Playing Family Situations" IVA3, even though their parents were the intended audience. Their facilitator, a field site team member, rated the strategy based on the students' experiences. She indicated that

the objective and directions were clear, and that the strategy was appropriate for achieving its objective. She felt the amount of time allotted was sufficient, but she was uncertain that the resources listed were adequate. She suggested a script of one of the role-play situations would be a helpful example, but parents, the intended audience, would probably not find this addition necessary. She agreed that the criterion was adequate, but was uncertain as to whether this strategy was appropriate for students. She rated the strategy as very good and noted that the students were very aware of stereotypical parent roles, but had much difficulty role playing nonstereotyped students. The facilitator felt the students' awareness was raised, although the discussion questions were difficult for some who had trouble talking about their feelings.

One of the 1977 BORN FREE Summer Workshop reviewers considered "Student Panel" IVA4 excellent because it formed a link between educators and students (Warsett, 1977, p. 29). It could also result in a very beneficial link between parents and students. One of the earlier consultant readers warned that the students involved would have to be very aware and articulate (Warsett, 1977, p. 29), and this recommendation has been added to the strategy, along with the suggestion that the panel experience a trial run.

"Home on the Electric Range" IVB1, "Joe Househusband" IVB2, and "Are You Hurting Your Daughter Without Knowing It?" IVB3 were all discussed in the elementary section. "The Great Debate" IVB4 (formerly "Family Expectations" IVB3) was considered a valuable strategy by one of the 1977 module reviewers (Warsett, 1977, p. 28).

"Career Learning Stations" IVC1 was praised by both the 1977 module reviewer and one of the 1977 national readers (Warsett, 1977, p. 29). When the module reviewer evaluated "Career Roadblocks" IVC2 (formerly "Inhibiting Forces" IVD1), she felt it was not necessary to divide the participants by sex (Warsett, 1977, p. 29), and that instruction was changed so that the participants were placed in heterogeneous groups.

One of the field site members presented "Jesus Was a Feminist" VB1 to six other female members of her junior high school staff. The group rated the strategy overall as excellent and strongly agreed with all of the statements on the Learning Strategy Rating Form. They thought that even though the strategy would anger fundamentalists, the others were pleased at hearing different points of view during the discussion at the end.

The 1977 module reviewer viewed "Your Decision-Making Style" VIA2 (formerly "Making a Decision" VC2) as very helpful (Warsett, 1977, p. 29). As "Looking at Change" VIA4 was originally written, the module reviewer would have wanted to expand it (Warsett, 1977, p. 27). After experience using it at the postsecondary level, a group of personal change categories was added to the strategy, and the attached worksheet was revised.

"Sources of Power" VIC1 (formerly "Personal Power" VM1) and "Range of Change Strategies" VIE1 were considered valuable by a 1977 module reviewer (Warsett, 1977, p. 28). One of last year's module reviewers was concerned that secondary faculty would be resistant to "How To Be a Process Helper" VIF1 because its format was so similar to that of the assignments they give their students (Warsett, 1977, p. 27).

Postsecondary Training Packet

Overall evaluations of specific strategies. The following section reports on the feedback received regarding the individual strategies. This discussion would be more easily understood if the reader had a copy of the Postsecondary Training Packet at hand.

Six college students and an administrator from their institution experienced "Career Life Line" IA1 during one of their psychology class sessions. Five (83%) of the students were eighteen to twenty-two years of age, and none of the participants was a parent. Four (57%) of the participants were women and three (43%) were men. Six (86%) felt the objective was clear and all (100%) felt that way regarding the directions. Six (86%) indicated that the strategy was appropriate for achieving its objective, that the amount of time allotted was appropriate, and that the resources listed were adequate. Four (57%) were uncertain as to whether the criterion adequately indicated that the objective had been met. All felt the strategy was appropriate for postsecondary participants. Two (28%) rated the strategy overall as excellent, four (57%) as very good, and one (14%) as good. Two (28%) would have liked time to prepare for the strategy, although six (86%) found it useful in gaining insight into their own lives.

Three field site team members of one of the Project's community colleges provided armchair evaluations of "Career Autobiography" IA2. Two (67%) were male counselors and one (33%) was a male student. Their ages ranged from twenty to forty-five and one (33%) was a parent. All (100%) agreed that the objective

and directions were clear, but none felt the strategy was appropriate for achieving the objective, nor that an adequate amount of time had been allotted. They felt the Career Development Curriculum could not be given in fifteen minutes in such a manner that the participants would then be able to identify various stages of career development. "The Career Development Curriculum Career Management Tasks" has been added to the activity, so the participants can readily see what is involved. All were uncertain as to the adequacy of the resources listed, but they probably would have been pleased with the addition of the list of tasks. Two (67%) disagreed that the strategy was appropriate for its intended level, again because they felt that neither parents nor most educators possessed the moderate background in career development suggested. Two (67%) were uncertain as to whether they would use this strategy, and it was rated overall good by one (33%) and fair by two (67%).

As a result of the external field test, thirteen female college students and their female instructor experienced "Collective Collage" IC1. Twelve (92%) of the students were eighteen through twenty-two years of age, one (8%) was in the twenty-three to twenty-nine range, and the instructor was in the thirty-three to thirty-nine range. Only the instructor was a parent. Nine (64%) felt the objective was clear, and twelve (86%) felt that way regarding the directions. All except two (N=12, 86%) indicated that the strategy was appropriate for achieving its objective, and eight (57%) thought the amount of time allotted was adequate. Half (N=7, 50%) felt the resources listed were adequate, but three (21%) wrote that a wide variety of magazines is necessary. This suggestion, also offered by two elementary field site readers, was

then added in the strategy's note to leader. All (100%) thought the criteria were adequate, and all except one (N=13, 93%) felt the strategy was appropriate for postsecondary students. The strategy was rated excellent by one (7%) person, very good by seven (50%), good by four (28%), and fair by two (14%). Except for those who would have liked more time or more resources, all of the other comments except one were positive. The following are a sample of the responses offered delineating the strategy's major strengths: "participation"; "wasn't as hard as I thought"; and "creative learning."

"Career/Occupation/Job/Lifestyle" IDl was experienced at the 1978 BORN FREE National Institute, although it was not formally evaluated. The participants did view the experience as worthwhile (Penn, 1978), and the staff felt much learning had occurred in a short time.

The module reviewer from the 1977 BORN FREE Summer Workshop would use "Women Who Work For Pay" IIBl only in certain situations because it involves so much time and work (Warsett, 1977, p. 35). However, if a facilitator is working with a motivated, interested group, the learning can be valuable.

Four of one of the community college's field site team members provided armchair evaluations for "Old Boys' Network" IICl. Two (50%) were counselors, one (25%) a teacher, and one (25%) a coordinator. Two (50%) were thirty-three to thirty-nine years old, one (25%) forty to forty-five years, and the other (25%) over fifty-six. Two (50% were parents, and three (75%) were men. Three (75%) felt the objective was clear, but the other reader

could not see the negative relationship between the "Old Boys' Network" and Affirmative Action. It can be assumed that this reader either did not read carefully or did not comprehend the article attached to the strategy. All (100%) felt the directions were clear, and half (N=2,50%) perceived the sixty minutes minimally required to be adequate. Two (50%) agreed that the listed resources and criterion were adequate. One reader suggested that the criterion be rewritten to be measurable and more closely related to the objective, and this was done. Three (75%) agreed that they would be likely to use this strategy. One (25%) rated the strategy excellent, two (50%) good, and one (25%) poor. One of the readers suggested the small groups not be formed by institution, and the Consultant altered this part of the instructions.

Two counselors and an administrator from a technical college external to the Project used "Impact of Social Policy" IIC2 with both a faculty and student group. These facilitators completed Learning Strategy Rating Forms, but their participants did not. One facilitator wrote that the attached article was too sophisticated for most of the students, and this reinforces the suggestion that it be used with people possessing a moderate knowledge of sex-role stereotyping.

Twelve staff members of one of the college field sites experienced "Magic Seminar" IIIA1. Eight (67%) of those participating were counselors, and two (17%) were administrators. They ranged in age from twenty-three to fifty-five with most (N=7, 58%) circling the twenty-three to twenty-nine year range. Eight (67%) were not parents, and nine (75%) were women. All except one (N=11, 92%)

felt the objective and directions were clear, and one less (N=10, 83%) felt the strategy was appropriate for achieving its objective. Ten (83%) felt the amount of time allotted was adequate and that the strategy was appropriate for postsecondary educators and parents. Three (25%) rated the strategy as excellent, six (50%) as very good, and two (17%) as good. Five (42%) stated that the discussion was facilitated by the attached rules and cues, and four (33%) felt the exercise was a good vehicle for establishing trust. Four (33%) wrote that the strategy was unrelated to career development, and they were evidently not made aware of the close link between sex-role socialization and this field.

Four field site readers evaluated "Facilitators and Inhibitors" IIIA2. Two (50%) were counselors, one (25%) a teacher, and one (25%) a student. Their ages ranged from eighteen to forty-five, with two (50%) circling the thirty-three to thirty-nine years range. Two (50%) were parents, and all (100%) were male. All indicated that the objective was clear, and three (75%) felt this way regarding the directions. Two (50%) were uncertain that the amount of time allotted was adequate, but all felt the listed resources (none) were sufficient. Three (75%) agreed that the criterion was adequate, but one person suggested rewriting it in a more measurable form, and this was done. Two perceived the strategy as appropriate for postsecondary educators and parents, but only one (25%) was likely to use it. One (25%) rated the strategy overall as very good, two (50%) as good, and one (25%) as fair. Five strengths of the strategy were listed, two follow: "beginning in a dyad helps build sharing";

and "excellent way to get people started on the whole concept of career development." The only weaknesses mentioned were that awareness level was difficult to perceive, and that the participants should have at least a moderate level of trust amongst them. This latter suggestion was incorporated into the revised strategy.

Twenty-three members of the University of Minnesota's Career Development Network experienced "Career Family Tree" IIIB1. All except one (N=22, 96%) felt the objective was clear, and three fewer (N=19, 83%) felt this way regarding the directions. Twenty-one (91%) indicated that the strategy was appropriate for achieving its objective, but only fourteen (61%) thought the allotted amount of time was sufficient. Twenty (87%) felt the strategy was appropriate for postsecondary parents and educators, and one participant commented that it could be used effectively with people at all levels. Fifteen comments were written in response to recommended changes, and a sample follows: "add ethnic background to discussion" (this was done); "I was in a small group so time was adequate, but just barely"; "in a professional school it would need some adaptation, but could be very effective for consciousness-raising"; and "I just wish it was a little deeper study."

Nineteen University students in a counseling of women class also experienced the strategy. Eighteen (95%) were women, and seven (37%) were parents. Their responses were very similar to those discussed previously, except the students provided more responses to the open-ended questions. Seven (37%) enjoyed thinking of careers in terms of families, and three (16%) felt a good discussion had resulted. Four (21%) found problems with

the accompanying discussion questions, and they have since been expanded. Three (16%) were bored with the activity.

Four field site readers evaluated "Deciding: Fate or Choice?" IIIC1. All (100%) of the readers were men, and two (50%) were parents. Two (50%) were counselors, one (25%) a student, and one (25%) a teacher. Their ages ranged from eighteen to forty-five, and two (50%) were thirty-three to thirty-nine years old. All thought the objective and directions were clear, and two (50%) were uncertain that the strategy could be completed in only forty-five minutes. The revised exercise suggests that sixty minutes is a necessary minimum time period. Three (75%) perceived the resources listed and the criterion to be adequate, although the latter was rewritten to be more measurable. Three (75%) felt the strategy was appropriate for postsecondary educators and parents, but only two (50%) agreed that they were likely to use it. One person found the activity quite difficult, and another suggested that a moderate level of trust was necessary. The Consultant suggested in the revised edition that the strategy could be successful with either a low or moderate trust level. Two (50%) felt the strategy increased awareness, and one person suggested the sex of those making decisions be included. This suggestion was then incorporated into the strategy.

Due to the great amount of time involved and work required, the 1977 BORN FREE Summer Workshop module reviewer would use "Fornbee College: A Role Play" IVA2 only in certain situations (Warsett, 1977, p. 35). These two limitations are probably the main reasons that this strategy was not field tested this year, because, in the same report, one national reader declared it an

excellent activity. Another strategy considered too time-consuming because of the preparation involved in obtaining mission/goal statements was "Analyzing Mission/Goal Statements" IVA3. One 1977 national reader thought many trainers would skip it, while another of that year's national readers declared it a good strategy (Warsett, 1977, p. 38). The same problem with preparation time was anticipated for "Curriculum and Career Development" IVB2 (formerly "Liberal Arts and Career Development") by the same reader (p. 38).

"Ways To Live: A Values Exercise" VA1 and "Work Values Inventory" VA2 were likely to be used by the 1977 module reviewer (Warsett, 1977, p. 41). One of last year's consultant readers wrote that "Time Pie" VA3 was excellent (p. 38). A module reviewer who participated in the 1977 summer workshop was expecting a lively debate when "Jesus Was A Feminist" VB1 was used (p. 39).

One counselor and one administrator used "Messages" VB2 with a postsecondary psychology class composed of eighteen students. Only the counselor and the administrator, a female and a male, completed Learning Strategy Rating Forms. They were unhappy with the objective because it was not as broad as the goal, but the Project staff did not view this as a disadvantage. They both felt the directions were clear, but neither thought the strategy was appropriate for the objective. Both indicated that the time allotted and resources listed were adequate, but neither felt the criterion was. However, this was because the criterion did not measure the achievement of the entire goal, a task not necessary. Both felt the strategy was appropriate for postsecondary members, and both indicated a likelihood to use it. Both rated the strategy as good, and stated that the students easily identified with it

and became engaged in a good discussion.

A 1977 module reviewer considered "Biblical Sex Roles" VB3 (formerly "Women of the Bible") only marginally appropriate for postsecondary educators because those not very familiar with the Bible could be embarrassed (Warsett, 1977, p. 33). However, this strategy is likely to raise the participants' awareness, and many of those not familiar with the Bible will probably not be too concerned regarding this specific lack of knowledge. The same reviewer chose not to use "New Language for the Gospel" VC1 (formerly "Language in Religious Verse") because she felt editing material from one's own institution would be more beneficial (p. 34). This strategy can be powerful, though, when the influence of religious values is being studied.

A module reviewer who participated in the 1977 BORN FREE Summer Workshop planned to use "Career Patterns and Religious Institutions" VC2 (formerly "Religious Role Models") as it was viewed as an excellent, very personal activity (Warsett, 1977, p. 39). "Men and Women in Religious Leadership Roles" VC3 (formerly "Church Leadership") would be used only with people aware of recent reforms in the church structure (p. 36).

Two counselors and an administrator at a college not formally associated with Project BORN FREE presented "How To Tell A Man From A Woman" VIA2 to a faculty group and also to a student group. They presented "Impact of Social Policy" IIC2 (already discussed) at the same time. They all (100%) viewed the strategy as appropriate for achieving its objective and agreed that forty-five minutes was an adequate amount of time. Two (67%) felt the strategy was appropriate for postsecondary members, and all three

were likely to use it. They used a forced ranking scale to stimulate discussion. Eight comments were written in regard to the strategy's strengths, and two follow: "stimulated excellent discussion"; and "the room for various opinions and interpretations."

Two different reviewers expressed concern that "Woman - Which Includes Man, Of Course" VIA3 be used with an appropriate audience. One national reader stated that it should be handled cautiously, particularly with non-academic men, and a module reviewer would use it only with a sensitive audience (Warsett, 1977, p. 36).

A 1977 module reviewer suggested using "Early Influences on Occupational Choice" VIB1 (formerly "Facilitators and Inhibitors of Occupations") after the participants had suggested the list of occupations to study (Warsett, 1977, p. 40). In this same report, "Sex-Role Transmitters" VIC1 (formerly "Sex-Role Socialization") was likely to be used by the module reviewer (Warsett, 1977, p. 39), and "You Are What You Say" VIE2 was deemed only marginally appropriate for postsecondary educators (p. 33). In the final revision of the training packet, this strategy is suggested for those already possessing moderate levels of knowledge regarding career development and sex-role stereotyping and also a moderate level of trust amongst themselves. It was also suggested by the same module reviewer and one national reader that the article accompanying "You Are What You Say" be read by the participants themselves instead of by the facilitator to them (p. 36). To conserve time, it was decided that the leaders would summarize the article for the group.

Three participants at one of the Project's postsecondary

institutions experienced "Cliches, Witticisms, and Truisms" VIE4. They all rated it as a good strategy, although one (33%) person was not certain that anyone's awareness was raised. The strategy is suggested for those with a moderate knowledge of sex-role stereotyping, and these participants may have had a level so high that the strategy was too elementary for them.

Sixteen participants in the same workshop rated "Words That Label" VIE5. It was rated very good by two (12%), good by nine (56%), average by one (6%), and fair by three (19%). Two (12%) felt the objective was unclear, and it has since been rewritten. Two (12%) others felt the strategy was superficial, but again their knowledge of sex-role stereotyping may have been higher than the low level suggested.

"Career Inhibitors: Informal Institutional Practices" VIIA1 was evaluated by fourteen participants in the above workshop, by thirteen participants in a workshop at another field site college, and by two field site readers. The thirteen at the field site college ranged in age from eighteen to fifty-five, and seven (54%) were in the twenty-three to twenty-nine years range. Both of the field site readers were thirty-three to thirty-nine years old. Ten (77%) of these participants were not parents, although both of the field site readers were. Nine (69%) of the participants and both of the readers were women. All except one, including the two field site readers (N=14, 93%) indicated that the objective was clear, and all (100%) felt this way regarding the directions. They all indicated that the strategy was appropriate for achieving its objective, and twelve (80%) felt forty-five minutes was an adequate amount of time. The resources listed were viewed

as adequate by nine (60%), and all perceived the strategy as appropriate for postsecondary educators. Eleven (73%) were likely to use the strategy, and two (13%) rated it excellent, ten (67%) very good, and three (20%) good. The fourteen attending the other workshop did not complete as thorough evaluations, but nine (64%) did rate the strategy as either very good or good.

One of the 1977 module reviewers felt "Great, And Not-So-Great Expectations" VIIA2 (formerly "Expectations Exercise") was too simplistic for most postsecondary educators (Warsett, 1977, p. 33). In its final revision, it was suggested for use with those possessing a low level of knowledge regarding career development and sex-role stereotyping.

A module reviewer who participated in the 1977 BORN FREE Summer Workshop wrote that the discussion questions accompanying "The Pressure Cooker of Expectations" VIIB1 (formerly "Appropriate Programs") would generate so many ideas, more than thirty-five minutes should be allotted. One of the national readers also suggested the time to be lengthened (Warsett, 1977, p. 39), and now sixty minutes is stated as the minimum time required. More time was also suggested for "Role Conflicts" VIIB2 (p. 36), and thirty minutes was added to the allotted time.

The module reviewer wrote that a goal oriented facilitator was necessary for the success of "BORN FREE: A World of Options," Videotape VIIB3 (Warsett, 1977, p. 36). In the revised strategy, the leader is instructed to read the accompanying Viewers' Guide, an aid which was not in existence when the activity was initially evaluated.

The lecture component of "Role Models in Nontraditional Careers"

VIIB4 (formerly "Role Models") was anticipated to bore faculty, although the small group discussion was viewed as valuable (Warsett, 1977, p. 35). It is suggested that the participants possess a moderate knowledge of both career development and sex-role stereotyping, and if this is the case, they may be open to learning new information in this way.

"Institutional Assessment" VIIC1 (formerly "Institutional Practices") involves prior reading, and therefore the 1977 module reviewer would use it only in certain situations (Warsett, 1977, p. 35). However, this strategy can be a powerful one in an ongoing workshop.

Eight male members of a college class experienced "Your Support System" VIIC2. They attended an institution external to Project BORN FREE and ranged in age from seventeen to twenty-two. All (100%) felt the objective was clear, and one less (N=7, 88%) felt that way regarding the directions. All thought that the strategy was appropriate for achieving its objective, and seven (88%) indicated that the strategy could be completed in fifty minutes. Half (N=4, 50%) were uncertain that the resources listed were adequate, and one more (N=5, 62%) thought the criterion was adequate. All viewed the strategy as appropriate for postsecondary menbers, and six (75%) rated it very good and two (25%) good. Seven responses were offered in response to the question regarding strengths, and four follow: "increasing awareness through conversation"; "it makes people aware of their supports"; "the pinpointing of supports"; and "points out that your support changes." Eight comments were provided regarding the strategy's weakness, and four follow: "does not define

support before starting"; "people's supports are generally the same"; "should ask what change could be made to utilize other supports which could be beneficial"; and "the obviousness of the supports you pinpointed."

A module reviewer who participated in the 1977 BORN FREE Summer Workshop would use "Socializing Career Interests" VIID1 (formerly "Math Anxiety") only in certain situations (Warsett, 1977, p. 37). It is now suggested to be used with audiences possessing a moderate knowledge of sex-role stereotyping. In the same report (Warsett, 1977, p. 34), "Influences on Program Selection" VIID2 (formerly "Math/Science and/or Language/Literature Courses") would not be used because the same objective could be met by listening to a lecture. However, because personal learning has frequently had a great impact, the strategy was retained.

Twelve participants at one of the field site's workshops experienced and evaluated "Assumptions and Behaviors" VIIIB1. One (8%) rated the strategy overall as very good, two (17%) as good, one (8%) as average, and five (42%) as fair.

One of the 1977 module reviewers perceived "Student/Educator Interactions" VIIIB2 (formerly "Time Spent With Students") as involving too much work to be used other than only in certain situations (Warsett, 1977, p. 35). Again, this is a very personal strategy, and one's awareness could easily be raised. In the same report (Warsett, 1977, pp. 39-40), the module reviewer indicated that an appropriate slot of time must be found for "Interactions: A Role Play" VIIIB3 (formerly "Sex Discrimination"). In the revised edition, it is suggested that this appropriate time would be after a moderate level of trust has been

established within the group.

"Expanding Horizons" VIIIC1 (formerly "Promote Free Academic and Vocational Choice"), "Role Models and Mentors" VIIIE1 (formerly "Mentors and/or Role Models"), and "Sex Biased Tests" VIIIF1 (formerly "Sex Bias in Testing") were likely to be used by their assigned module reviewers (Warsett, 1977, pp. 41, 37). A reviewer writing during the same time period (p. 34) felt that post-secondary educators would not listen to the lecture involved in "Equality in Athletics" IXA1 (formerly "Lecture by Head of Women's Athletics"), but those who already possess a moderate awareness of sex-role stereotyping may not be adverse to this learning format. "Impact of Policy Change" IXB1 (formerly "Athletic Program Funding") was perceived as so similar to a game that the real issues may be overlooked (p. 34), but those interested in gaining a new awareness surely will. "Limitations of Full-Time Requirements" IXC1 (formerly "Full-Time Attendance") was evaluated as a good means by which faculty could experience some of the students' problems (Warsett, 1977, p. 40).

Fifty-three undergraduate and graduate student members of a University of Minnesota speech class, along with their instructor, experienced and evaluated "The New College President" IXD2 ("The New Superintendent" in the Elementary and Secondary Training Packets). Their ages ranged from seventeen to fifty-five, and most (N=22, 41%) were in the twenty-three to twenty-nine year range. Thirty-one (57%) were males, and forty-eight (15%) were parents. Twenty-four (44%) felt the objective was clear, and thirty-three (61%) felt this way in regard to the directions. Twenty-four

(44%) were uncertain as to whether the strategy was appropriate for achieving its objective, and six (11%) were unhappy that no clear results occurred. Thirty-five (65%) thought the amount of time allotted was adequate, but one fewer (N=34, 63%) was uncertain that the resources listed were. Unfortunately, no-one clarified this uncertainty in response to the question regarding desired changes. Twenty-nine (54%) were uncertain as to whether the criteria indicated that the objective had been met, and three fewer (N=26, 48%) felt the same way regarding the appropriateness of the strategy for postsecondary members, and whether they would use it.

One of the 1977 module reviewers thought "Your Decision-Making Style" XA2 (formerly "Making A Decision") was appropriate only for postsecondary students (Warsett, 1977, p. 33). However, the Consultant felt educators could also benefit from it.

Eight women attending the Minnesota Women in Higher Education Conference on Feminist Education experienced "Looking at Change" XA4. Five (62%) felt the attached form was helpful, and all except one (N=7, 88%) thought that the personal change categories were relevant.

One of the 1977 module reviewers perceived "It's Who You Know..." XB2 (formerly "Points of Intervention") as a valuable exercise (Warsett, 1977, p. 35). Another was likely to use "Sources Of Power" XC1 (formerly "Personal Power") (p. 41).

"Force-Field Analysis" XD1 was experienced by thirty-five participants in the 1977 BORN FREE Summer Workshop. Thirty-one (88%) rated the strategy as either very good or good (Warsett, 1977, p. 32).

A module reviewer from the same workshop wrote that "Range of

Change Strategies" XE1 and "Commitment to Change" XE2 (formerly "Developing Strategies for Change") would be very valuable after the problems of sex-role stereotyping had been discussed (Warsett, 1977, p. 41). "Range of Change Strategies" XE1 was also experienced at the above workshop, and twenty of the twenty-eight (71%) participants were likely to use it in their institutions (p. 32).

Analysis

As reported, ninety-four of the total 279 strategies were evaluated in some way during the 1977-1978 school year. Because some of the activities are appropriate for more than one level of staff or parents, many appear in more than one Packet. Some of these were evaluated by people from each level, although most were evaluated only once. Throughout the Project's two years, strategies intended for one level have been used with people associated with a different level, and problems have not arisen.

Each strategy is able to stand by itself, although ideally the use of one would spur on further interest in the areas of career development and/or sex-role stereotyping. Every strategy lists the groups for which it is most appropriate, and many of these recommendations are a result of the suggestions of field testers.

Because the Training Packets contain such a variety of learning strategies, learning can take place by diverse means. The participants can examine their own lives and make personal discoveries, they can participate in a creative activity, listen to a didactic lecture, undertake a survey, read an article, or participate in a discussion, to list a few examples. Knowing one's audience can be the key to the successful use of a strategy, as some methods appeal more to some than others.

With almost every strategy, the facilitator must be very aware of the time factor. If only the minimum time required is available, it can often become difficult to complete the activity. Frequently, this occurs with individuals very new to the field of career-related sex-role stereotyping, who desire to share all of

their new learnings.

Each packet contains a number of "tried and true" strategies--those that are fun and have worked with a variety of groups. Unfortunately, some of these were field tested more than once, while many cognitive or lengthier strategies were not field tested at all. The fact that so many aspects of the field test were allowed to be voluntary resulted in only one-third of the strategies undergoing some type of field test. All field site teams were requested to field test eight strategies, but many refused to commit the time to do so. It was also hoped that the external field tests would produce many more completed Learning Strategy Rating Forms than it did, and this may have happened had the strategies been mailed earlier in the school year. Another difficulty with the voluntary nature of the field test was that the internal staff knew which strategies had been well received, and those were often the ones presented rather than those which had undergone little or no field testing. The final difficulty with the field test was the fact that evaluation itself is often not well presented nor is it well received. Even though the Learning Strategy Rating Forms are fairly easy to complete, many facilitators do not like to burden their audience with that chore, and many participants do not like to be bothered. However, some type of positive feedback was received either during the initial or final field test regarding most of the strategies remaining in the final revision of the packets. Those receiving much negative feedback were either revised considerably or discarded.

It is anticipated that after the Training Packets are disseminated nationally, the strategies will undergo much more

field testing. As of this writing, it is uncertain what use can be made of that evaluative information, but those involved with the Project would appreciate learning of any comments. Results of further fielt testing can be mailed to:

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Summary

The three Training Packets were developed during the entire two years of Project BORN FREE's existence. The Elementary, Secondary, and Postsecondary Packets were each developed by a team of University staff members working in conjunction with field site team members. Goals and objectives were jointly developed, and then learning strategies were devised to achieve the goals. After a year of field testing, revised copies of the Packets were printed.

This report is a follow-up of Evaluation Report on Field Testing of Color Video Cassette and Training Packets (Warsett, 1977). In that report, the earliest field testing of the learning strategies was discussed and in this report, the further field testing resulting in the final product is reported.

Most field tests were facilitated by members of the Project staff, although an extensive external field test was also attempted. This latter effort did not prove to be successful, possibly due to the short length of time allowed each individual to field test.

Of the total 279 strategies, ninety-four were evaluated during the 1977-1978 school year. Most were evaluated positively, and many times the improvements suggested were incorporated into

the revised strategies. Each strategy is complete within itself, and no strategy remains unchanged after receiving negative evaluations. Because the Training Packets include such a diversity of strategies, there are some present to meet the needs of all intended target audiences. The most frequent criticism of the strategies as a whole was the difficulty of remaining within the time limits. The minimum time required was often extended although the facilitator must still be very watchful of the clock.

Because many of the learning strategies are appropriate for more than one level of staff and/or parents, they appear in at least two Packets. Numerous strategies were presented to participants representing different levels, and no problems arose.

If the facilitator has studied the intended audience and knows the most effective way to teach them, selection of strategies should not be difficult. The facilitator can then become familiar with the strategy (ies), pay particular attention to the notes provided, be mindful of the time required, and thus help assure a successful training session.

One of the difficulties of obtaining feedback on all the strategies is that they are part of the total training design for which time must be allocated, support must be generated, and careful planning must take place. Workshops were created both by University staff and field site staff and were evaluated. But the difficulty of obtaining a full field test in a two-year Project as ambitious in scope and task as BORN FREE should not be underestimated. While participating schools and colleges

conducted 68 implementation activities in the first six months of the second year of the Project (an impressive record in frequency of activity alone), and many of them incorporated learning strategies into their implementation plans, it was not possible to obtain more complete and systematic field test data in the development and training period available. Nonetheless, if the evaluations of those which were field tested are representative, the strategies and the packets appear to have achieved the purpose for which they were intended. One of the most positive outcomes of the strategies, especially when used in a series, appears to be the personal growth experienced by participants. This is especially true of those strategies which have a strong experiential base. It seems fair to say that a good many of the strategies help achieve one of the Project goals: to help educators and parents personalize the problem through examining their own career socialization.

IV. Workshops

Overview

The term "workshop" has been used to describe a variety of BORN FREE activities, ranging in scope from a one-hour presentation to an inservice lasting two months to a local summer institute convening daily for two weeks. The term "workshop" was frequently used interchangeably with "activity" or "implementation activity." The ones discussed here were all evaluated in writing, usually by the participants, occasionally only by the facilitator.

Workshops were expected to play a major role in BORN FREE's multiplier effect, and many that occurred this past year were conceived by the participants at the 1977 BORN FREE Summer Workshop. The two major purposes of the workshops were: (1) exposure of educators, parents, students, and professional colleagues to BORN FREE; (2) to provide a setting in which the videotape(s) and/or learning strategies could be field tested. Since purpose (2) often occurred, formal evaluation of the workshop itself was sometimes omitted, due to the fact that participants had already completed Videotape Rating Forms and/or Learning Strategy Rating Forms. In fact, whether or not participants had completed other forms, evaluation was not considered as important by the facilitator as the Evaluator desired. Many of the participants viewed Workshop Evaluation Forms as a burden and chose not to complete them.

With the exception of the follow-up of the 1977 Local Summer Workshop, this report summarizes the information received on evaluated workshops occurring during the 1977-1978 school year. Most of the workshops evaluated by participants were rated by

their completing the Workshop Evaluation Form or some modification of it. In those cases in which the workshop was evaluated by only the facilitator(s), or in which the facilitator(s) provided additional information, this person frequently completed either the Report of Field-Test Activity (Appendix R) or Report of Major BORN FREE Activity (Appendix S). Most of the workshops were presented by individuals directly associated with BORN FREE, although a few were developed by people external to the Project. The external group includes those who had heard about BORN FREE and requested strategies to field test. Most of these workshops were evaluated by the Workshop Evaluation Form or some modification of it.

This report will discuss only twenty-nine (41%) of the more than seventy workshops presented during the 1977-1978 school year (Krusemark, 1978). It will be seen that these were a very significant component of the multiplier effect, and even though the other workshops were not evaluated formally, they too had an impact on many individuals. The workshop picture as a whole can best be ascertained by reading both this report and Evaluation of the Educational Change Process in Project BORN FREE Institutions, 1977-1978 (Krusemark, 1978). The workshops will be discussed in chronological order.

Normandale Community College's Student Leaders' Retreat

The student leaders at this field site community college attended a one-half day retreat on September 10, 1977. Normandale's field site team leader developed a strategy whereby the students would fantasize a person engaged in a nontraditional role, and this exercise encompassed the entire morning. Nineteen students, one

teacher, and one administrator were at this voluntary workshop, and eleven (52%) were men and ten (48%) were women. Workshop Evaluation Forms were completed by four of the female participants eight months after the retreat. The forms were completed by three (75%) students and the one (25%) teacher in attendance. All four (100%) respondents had had little course-work or experience in career development education, although they all agreed that sex-role stereotyping limits career options for both men and women. The workshop site, an off-campus retreat house, was rated as appealing, attractive, and well located by three (75%). The same number (N=3, 75%) felt the workshop was well-organized with clear goals. The facilitator hoped to effect change in the college through the potential influence of the student leaders. Three (75%) felt the goals had been accomplished and that there was almost always the opportunity for them to make a contribution. However, only two (50%) felt the climate was an open one. Three indicated that the content and activities were interesting, and all viewed the presenter as knowledgeable and competent. Three (75%) rated the main presentation and learning strategy as well done, and all four were pleased with the discussions. Half (N=2, 50%) felt free to call upon their internal field site staff for assistance, resources, or general follow-up. Three (75%) accepted the goals of the workshop, although all four indicated that they would attempt to implement changes in their institution. Only two (50%) wrote that the workshop had had a significant impact on their attitudes or behaviors. (Forms were completed eight months after the workshop.)

Normandale Mid-Career Change Sessions

During Normandale Community College's Faculty Duty Days, September 13 and September 14, 1977, their BORN FREE team, along with the Project's Media Specialist, presented two sessions.

These sessions were related to mid-career change, and attendance was voluntary, as the participants could have chosen to attend any one of three other sessions. Thirty-nine teachers and three counselors attended; twenty-four completed the evaluation form provided by Normandale, and twelve completed Workshop Evaluation Forms seven months after the workshop. Most (N=30, 71%) had held their present faculty positions for over six years. The audience was half male, half female, with five males and seven females completing Workshop Evaluation Forms. Normandale's field site team leader estimated that the audience had a low to average commitment to and involvement with career education, and nine (75%) indicated that they had had little training, coursework, or experience with career development concepts. The team leader felt their agreement with and receptivity to Project goals was low to average, although all (N=12, 100%) indicated an awareness of the limitations of sex-role stereotyping. The workshop was held at the college, and ten (83%) felt the site was appealing and attractive, and all perceived it as well organized. The goals of the workshop were to raise the participants' awareness of sex-role socialization, to provide an overview of developmental theories, and to provide feedback on student needs. All of the above topics were addressed in terms of mid-career change. These goals were clear to all the participants, and all felt the goals were accomplished. Eleven (92%) felt the workshop climate was open and trusting, and that information flowed freely, and all indicated that they had had sufficient opportunity to make contributions. The content, which follows, was perceived as interesting by all.

1. Overview of session and welcome
2. Mini-lecture on the importance of career education to all staff
3. Mini-lecture on the overview of developmental theorists
4. Mini-lecture on the overview of Passages (Sheehy,1974)
5. Videotape segment from "BORN FREE: A World of Options"
6. Discussion of mid-career women students
7. Videotape segment from "BORN FREE: A World of Options"
8. Discussion of mid-career men students
9. Group report for administration
10. Processing of workshop

The presenters were perceived as competent and warm by all of the participants. Ten (83%) felt free to request resources or general follow-up information from Normandale's BORN FREE staff members, and eleven (92%) accepted the goals of the workshop. Nine (75%) indicated that they would probably try to implement some institutional change, and seven (58%) felt the workshop had had a significant effect on their attitudes or behaviors. Twenty-four people rated the workshop as a whole at its close on a scale of good, fair, or poor. Two (8%) rated it fair, seventeen (71%) rated it good, and five (21%) wrote an outstanding or excellent. Ten positive comments were offered in regard to the most important aspect of the workshop, and a sample follows: "sharing ideas with other staff"; "hearing via videotape about a male career change"; "helped me relate the concept of mid-career change to real people in my class"; "exposure to areas of concern in families"; and "exposure and reinforcement of the issue of sexism and career change to a group of educators." Eight responses were offered describing the troubling aspects of the workshop, and a sample follows: "nothing"; "more didn't choose this option"; and "didn't

have enough time."

Webster Elementary School Inservice

On November 19, 1977, Webster Elementary School's field site team held an inservice for its entire faculty. The workshop was a combination of lectures and elementary learning strategies. Approximately ninety staff attended, although Workshop Evaluation Forms were completed by only thirty-two (36%), almost three-fourths of whom were female. Twenty-six indicated whether they were parents, and thirteen were, and the same number were not. Three-fourths (N=24) had had little training in career development, and 78% (N=25) felt sex-role stereotyping limits career options for both men and women. More than half (N=18, 56%) stated that the workshop did not meet their expectations, and six (19%) were troubled by the time shortage, which was probably a contributing factor. The content and activities were viewed as interesting by 78% (N=25) of those completing the forms, and 72% (N=23) felt the presenters were knowledgeable and competent. The main presentation was rated as well done by three-fifths (N=19), and one more person (N=20, 62%) rated the learning strategies in the same way. Three-fourths (N=25) accepted the workshop's goals, and almost that many (N=22, 69%) indicated that they would probably attempt to implement changes in their institution.

Minnesota Women in Higher Education Conference on Feminist Education

Two University staff members presented a one-hour workshop at the November 12th Minnesota Women in Higher Education Conference on Feminist Education. The session was composed of the following activities:

1. Overview of BORN FREE with special attention to change process
2. Complete "Looking at Change" (VI A4 Secondary Training Packets) forms
3. Discuss forms and change modes in small groups (VI G1 Elementary Training Packet)
4. Evaluation

Each of the eight participants was also given a "Change Bibliography" compiled by the facilitators. The evaluation of this workshop was secured using a form containing four open-ended questions. In response to the first, five (62%) indicated that the form Looking at Change was useful, two (25%) answered "not entirely," and one (12%) stated that it was not. The form was described as concise and a good starting point. Seven (88%) felt that the change mode categories were personally relevant, and one (12%) felt they were partially relevant. One-half felt the relating of personal experiences during the "Looking at Change" exercise was the strength, and three (38%) were especially pleased with their increased awareness of the change process itself. The only weakness of the presentation mentioned by more than one respondent (N=4, 50%) was the shortness of time, the most common problem BORN FREE experienced. This workshop definitely motivated one participant to work toward BORN FREE's goals, because after she attended it, she became a member of a field site team.

BORN FREE Luncheon and Presentation at Eisenhower High School

On December 6, 1977, over one-hundred faculty of the Eisenhower High School, a field site, attended a luncheon and presentation. The field site team prepared a buffet, which was served

while "BORN FREE: A World of Options" was shown repeatedly. Copies of learning strategies and Project information were available for those who wanted them. The Consultant involved, and three of the Field Site Members wrote subjective evaluations. All of the evaluations were positive, especially since the participants had taken all of the available material three-fourths of the way through the luncheon. The turnout was considered very good, and non-teaching staff and parents were also in attendance. All agreed that a more structured follow-up would be very beneficial, although much information had been exchanged on a one-to-one basis.

BORN FREE Workshop: Sunrise Park Student Council

Sunrise Park, one of the junior high school field sites, carried out a BORN FREE workshop for its student council on December 8, 1977. The workshop, facilitated by the field site team and Project consultant, consisted of the following components:

1. Overview of day (fifteen minutes)
2. Division into groups of six (ten minutes)
3. Model and practice interviewing (twenty minutes)
4. Brainstorming introduced (ten minutes)
5. Brainstorm "Ideal Female/Male Student" III A1 (Secondary Training Packet) (twenty minutes)
6. Videotape: "BORN FREE: A World of Options" (thirty minutes)
7. Videotape evaluation (fifteen minutes)
8. Lunch (thirty minutes)
9. Filmstrip: "The American Male" (forty-five minutes)
10. BORN FREE collage (sixty minutes)
11. Evaluation (fifteen minutes)

The following results are derived from the evaluation form developed by the training session's facilitator. Over three-fifths

(N=32, 64%) felt that making the poster was their favorite activity, and fourteen (28%) were most pleased with the brainstorming. The students indicated that learning had occurred during each activity, and the following are examples of their statements: In regard to the poster-making, "learned about stereotypes and equal rights," "shared ideas - people have different ideas"; in regard to the brainstorming, "learned about changing roles and stereotypes"; during the interviewing session, "learned about eye contact"; and as a result of the videotape, "learned about women having equal rights." When asked whether they would like to meet any of the people on the videotape, thirty-three (66%) said yes, and mentioned Jeannette Piccard, the priest, Grant Rasmussen, the kindergartner, and Joan Growe, Minnesota's Secretary of State. All except one (98%) indicated that they would participate in this type of experience again, and the following is a sample of the feelings elicited: "changed some of my ideas," and "learned something different." The suggestions for improvement included: "making the videotapes more interesting (N=10), (junior high school students were not the intended target audience of the videotapes); using more group discussions (N=10); more activities (N=5); including more people from school (N=5); let us choose our own groups (N=4); and more food (N=4).

Lakewood Duty Days

During 1977, the original Lakewood Community College Field Site Team was able to secure a commitment from the administration that its Duty Days in December would deal with the issue of sex roles. Duty Days serve as inservice training, and attendance is optional. One-hundred and nineteen people were there for the

first day and eighty the second; this included staff, faculty, administration, and the classified secretarial staff. The audience included fifty-eight (49%) women and sixty-one (51%) men. The co-chairs were participants in the 1977 BORN FREE Summer Institute, and they, along with the planning committee, attempted to demonstrate that sex-role stereotyping is very evident at Lakewood. The following was the workshop outline:

First Day

1. Coffee
2. Speaker on "Feminism in Men's Lives"
3. Coffee
4. Film - "Men's Lives"
5. Small group discussions on film
6. Lunch
7. Film - Estelle Ramey
8. Learning Strategy (different groups experienced different strategies - see section regarding Postsecondary Training Packets)
9. Social Hour

Second Day

1. Coffee
2. Exploratory Videotape of Lakewood Staff speaking about Sexism at Lakewood
3. Coffee
4. Speakers on "Sexism in Higher Education"
5. Lunch
6. Learning Strategies

In addition, the following materials were given to each participant: "Essential Definitions" and "Departmental/Personal Review of Sex-Role Stereotyping Behavior" by N. Wangen and "Men, Not Women, Are Depressed," a newspaper article written by Ellen Goodman. The workshop was evaluated informally by the Consultant assigned to this team. She stated that the days flowed well and were aided by the successful meals and coffee breaks. The inhouse tape was a highlight, and "Men's Lives" was very good for increasing personal awareness.

Approximately one month after the workshop, the participants completed a modified Workshop Evaluation Form. Sixty-nine (58%) felt that as a result of their attendance at the workshop, they were now more aware of the effects of sex-role stereotyping on their students; however, only thirty-two (27%) indicated that the sexist practices at their college inhibited student career choices. Even so, seventy-one (60%) wrote that as a result of the Duty Days, they would now attempt to deal with their students in a more sex-bias free manner. All except fifteen (N=104, 81%) felt the workshop was well organized, and seventy-five (63%) felt free to call on the inservice and internal BORN FREE staff for assistance. One-hundred (94%) participants indicated that the feminist movement was a concern for men as well as women, but only forty-four (37%) were aware of the fact that sex-role stereotyping had limited their own career development. Seventy-five (63%) felt they were more aware of the problems caused by sex-role stereotyping for competent women in pursuit of a career. Forty-three (36%) expressed interest in workshop-related follow-up activites.

Mounds Park Faculty Inservice

Fifty of the faculty and administration at Mounds Park Junior High School, a BORN FREE field site, attended an inservice December 15, 1977. Unfortunately, only ten (20%) completed Workshop Evaluation forms. Seven (70%) of the respondents were teachers, and three-fifths (N=6, 60%) of those completing the forms were males. Seventy per cent (N=7) indicated that they had little training in career development. Most (N=8, 80%) felt that sex-role stereotyping does limit career options for both men

and women. Over half (N=6, 60%) evaluated the workshop as well organized, but just as many (N=6, 60%) felt the goals of the session were unclear. All except one (N=9, 90%) perceived the climate to be open with information flowing freely, and the same number also indicated that they had the necessary opportunities to contribute their comments. Over half (N=6, 60%) wrote that the content and activities were interesting. A schedule of the session follows.

1. Introduction (5 minutes)
2. Explanation of BORN FREE (fifteen minutes)
3. "Occupational Family Tree" IV A2 (Secondary Training Packet) (forty minutes)
4. Summary of exercise and book (five minutes)
5. Discussion of Mounds Park Students' career directions (ten minutes)
6. Brainstorming future activities in the area of career education (twenty minutes)

Eight (80%) judged the presenters as knowledgeable and competent, and they were also viewed as warm and communicative by almost as many (N=7, 70%). Half (N=5, 50%) felt the main presentation had been done well, and seven (70%) rated the learning strategy and small group discussions in this way. Seventy per cent (N=7) indicated that they felt free to call on the BORN FREE staff in their institution for assistance, resources, or general follow-up. Sixty per cent (N=6) accepted the goals of the workshop, and even more (N=7, 70%) would attempt to implement them. This same number (N=7, 70%) wrote that the workshop would not have a significant impact on them, but since they were willing to institute BORN-FREE related changes, it can be assumed that they were already

supportive of Project ideals. Two (20%) indicated that there was no aspect of the workshop which was most important, and the following are examples of responses to question 18: "implementing ideas into classroom"; "(discussing a) formerly quasi-taboo subject"; and "the obligation has been completed." Four (40%) were troubled because the goals were unclear, and one individual was not troubled by any aspect of the workshop. The following are examples of responses offered once to question 19: "the waste of money on the food"; and again "we needed more time."

Because the field site team had anticipated the staff to be resistant to controversial programs, the career development component of the Project was the only aspect discussed. The concepts of equal career development opportunities for both boys and girls, the importance of both boys and girls having opportunities to use their strengths and interests, the crucial role played by teachers in the career development process for their students, and the importance of reducing stereotypes as the task applies to developing boys and girls were all addressed without using the term "sex-role stereotyping." Since seven (70%) planned to implement BORN FREE changes, this semantic strategy may have been effective.

Minnesota Personnel and Guidance Association: BORN FREE Workshop

Five of the Project staff presented a workshop at the Minnesota Personnel and Guidance Association Convention January 16, 1978. Approximately twenty people attended, but completed evaluation forms were received from only nine (45%) of them, seven (78%) of whom indicated that they were counselors. The audience was composed

of about half females and half males, and four (44%) were employed at the elementary level, four (44%) at secondary, and one (11%) at postsecondary. The modal (N=4) age range was forty to forty-five, and the ages of those attending ranged from thirty to over fifty-six. Seventy-eight per cent (N=7) of this audience had had much coursework or experience in career development, and all except one (N=8, 89%) believed that sex-role stereotyping limits career options for both sexes. The workshop site was viewed as appealing by eight (89%), and one less (N=7, 78%) felt the goals were clear. The goals were to make the participants aware of BORN FREE, to motivate them to change their attitudes regarding sex-role stereotyping in educational institutions, and to solicit help in field-testing material developed by the Project. Seven (78%) people felt the goals had been accomplished, and many did volunteer to field test learning strategies. All except one (N=8, 89%) felt the content and activities were interesting. The schedule was:

1. Two minute excerpt from "BORN FREE: A World of Options"
2. Introduction of staff, agenda, and Project overview
3. Developmental Level reports
4. Description of Project evaluation
5. "BORN FREE" A World of Options" in its entirety
6. Completion of Workshop Evaluation Forms

The main presentation was rated as well done by six (67%), and one more (N=7, 78%) rated the videotape in this way. The original intention of the workshop presenters was to do a learning strategy at the end, but they checked with the audience, and learned that they preferred to view the videotape. The goals of the workshop

were accepted by seven (78%), and one more (N=8, 89%) expected to try to implement changes related to BORN FREE values in their educational institutions. Four (44%) stated that the overview of BORN FREE was the most important aspect of the workshop, and five (56%) were troubled by the shortage of time.

Minnesota Personnel and Guidance Association: Male Socialization Workshop

At this same convention, two Project Consultants presented a workshop regarding male socialization. Evaluations were collected regarding the videotape "Men: Choices and Changes," but the only evaluation of the workshop itself came from one of the Consultants. Eight counselors and teachers were in attendance, and seven (88%) were men. Many more had been expected, but it was felt that those who did come were pleased. Besides showing, evaluating, and discussing the tape, the workshop began with an introduction to BORN FREE and ended with the sharing of ideas regarding men's career development. During this workshop, as in the previous one, an adaptation was made in response to the audience's desire to discuss issues, as a learning strategy had originally been planned for this time. The Consultant felt that the men were very interested and appreciated the opportunity to discuss these concerns.

Lincoln Elementary School Inservice Breakfast

On January 18, 1978, twenty certified staff voluntarily attended an inservice at this field site school. Eighteen (90%) were teachers, and two (10%) were administrators, including the district's assistant superintendent of schools. The workshop,

planned by the field site team, was attended by fifteen (75%) women and five (25%) men. The facilitator felt their agreement and receptivity to Project goals was high, while their commitment to and involvement with career education was average. The purpose of the inservice was to identify the ways in which the media reflect, create, and reinforce career-related sex-role stereotyping. The group experienced "Collective Collage" IE2 (Elementary Training Packet), and then suggested adaptations for its use in primary and intermediate classrooms. The facilitator felt the activity reinforced the fact that the Lincoln faculty were already aware of stereotyping in the media, but many did use the strategy with their classes. Even though the facilitator felt that this activity may not be as startling now, as the media are no longer as stereotyped as previously, one teacher had her students' collages made into placemats so that all family members could view them.

Minnesota Alliance of Youth Employment Services

On January 18, 1978, one of the Project Consultants presented a workshop to the Minnesota Alliance of Youth Employment Services, a group of organizations involved with the employment of thirteen through twenty-one year old youths. Nineteen people attended this voluntary workshop, nine (47%) of whom were counselors. The ten (53%) men and nine (47%) women ranged in age from eighteen to over fifty-six, with the twenty-three to twenty-nine range being the mode (N=6, 32%). Eleven (58%) perceived themselves as having training, coursework, or experience in career development. All except one (N=18, 95%) felt sex-role stereotyping was a limitation on people's careers. Twelve (63%) felt the workshop

site was appealing, and fifteen (79%) indicated that it was well organized. The goals were to increase the audience's awareness of the influence of parents regarding career choices and of the messages they have received regarding appropriate female and male attitudes and roles. These goals were clear to all except two (N=17, 90%), and fourteen (74%) felt they had been accomplished. All (N=19, 100%) viewed the workshop as one which was open and trusting, and in which information could flow freely. Every one of the nineteen indicated that they were able to make contributions whenever they so desired. All felt the content, "Introductions: Career Influencers" IVA1 Secondary and "I Am," a Secondary strategy which has been deleted, were interesting. All viewed the presenter as knowledgeable, competent, and communicative. Eighteen (95%) felt the learning strategies were well done, and all indicated that they felt free to call on BORN FREE staff for assistance, even though this was their first exposure to the Project. All accepted the goals of the workshop, and fourteen (74%) would probably try to implement some change. Six (32%) stated that the group discussions were the most important aspect of the workshop, and the same number would have liked more time.

Mariner High School / Sunrise Park Junior High School - All Faculty Inservice

The above two Project schools, located in the same district, held a combined mandatory inservice related to BORN FREE on January 20, 1978. This workshop was planned by the Project Consultant, principals, and field site teams of both schools. One of the principals was very active in the presentation, adding much credibility to both the workshop and the Project. One-hundred

and one people completed evaluation forms, and eighty-two (81%) were teachers, five (5%) were counselors, and four (4%) were administrators. Fifty-six males (55%) were in attendance, and forty-five (45%) females. All ages from eighteen to over fifty-six were represented, and most (N=29, 29%) were in the thirty-three to thirty-nine range. Most (N=63, 62%) had had little training or experience in career development education. Seventy-six (75%) felt that sex-role stereotyping did limit career options for both women and men, and one of the school's field site team leaders indicated that about fifty-two (51%) had a high amount of agreement with and receptiveness to Project goals. However, the Project Consultant estimated that most possessed an average amount of agreement or receptiveness to BORN FREE ideals and an average amount of involvement with career education. The workshop site was viewed as appealing and attractive by seventy-nine (78%), and two more (N=81, 80%) felt it was well organized. The goals were clear to sixty-one (60%), and fifty-eight (57%) believed the goals had been accomplished. These goals were to recognize subtle types of sex-role stereotyping, to identify a greater variety of role models available both in occupations and career patterns, to identify stereotyped and non-stereotyped career lifestyle patterns of women and men, and to provide for interaction among the Sunrise and Mariner staffs. The workshop was perceived as open and trusting and a place where information could flow freely by seventy-six (75%) people, and one more (N=77, 76%) felt the opportunity almost always existed if they desired to make a contribution. Seventy (69%) found the four hours interesting, and the following activities were included:

1. Breakfast and introduction
2. "Occupational Family Tree" IIIA2 (Secondary Training Packet)
3. Break
4. Lecture on male socialization
5. Film - "Men's Lives"
6. Summary-evaluation

Seventy-seven (76%) rated the presenters as knowledgeable and competent, and they were rated as communicative by seventy-nine (78%) of the participants. Fifty-eight (57%) evaluated the main presentation and learning strategies as well done, and seventy-five (74%) rated the film "Men's Lives" in that way. Sixty-five (64%) felt free to call on their school's Project staff for assistance and follow-up. The goals of the workshop were accepted by sixty-one (60%), and seventy (69%) indicated that they would probably attempt to implement changes in their institution. Thirty-eight (38%) felt the workshop had had a significant impact on their attitudes or behaviors. The following were viewed as the most important aspects of the workshop: the film (N=18, 18%), the interaction which occurred (N=16, 16%), discussing the topic of male socialization (N=14, 14%), the speaker who discussed male socialization (N=11, 11%). Eighteen (18%) were least satisfied with this same speaker, thirteen (13%) with the fact that this Project received Federal money, thirteen (13%) with the learning strategy, and ten (10%) with the stereotyped reactions of their colleagues.

Career Education Workshop: Eden Prairie School District Inservice I

Two BORN FREE staff members were invited to present a workshop to thirty-six selected staff from the Eden Prairie School

District, a district not officially associated with the Project. The inservice was required and occurred on January 23, 1978. There were fourteen (39%) administrators present, six (17%) teachers, f[illegible] (14%) counselors, two (6%) parents, and nine (25%) other staff including School Board members. Fifty-eight per cent (N=21) were males and forty-two per cent (N=15) were females. The participants did complete modified Workshop Evaluation Forms, but they were retained by Eden Prairie's Affirmative Action Coordinator. This report is based on the Report of Field-Test Activity completed by one of the staff members who facilitated the training session and the workshop follow-up written by the Affirmative Action Coordinator. The audience was perceived to possess an average agreement and receptiveness to BORN FREE goals and a similar commitment to and involvement in career education. The Affirmative Action Coordinator concluded from the Workshop Evaluation Forms that this awareness and commitment had been raised. The specific goal of the workshop, selected by the Affirmative Action Coordinator, was to show the participants that they and their district had much work ahead of them to reduce sex-role stereotyping in career education. The workshop occurred at the end of the school day according to the following agenda:

1. Coffee, socializing (ten minutes)
2. Introduction (30 minutes)
3. Videotape: "BORN FREE: A World of Options" (forty-five minutes)
4. Learning strategy "Peer Messages" ID5 Elementary Training Packet (thirty-five minutes)

5. Information sharing - summary of The Psychology of Sex Differences (Maccoby and Jacklin) - summary of survey of Eden Prairie students (twenty minutes)

6. Dinner and discussion (forty minutes)

7. Brainstorming future needs and activities (thirty-five minutes)

8. Conclusion (fifteen minutes)

The amount of time allotted for the learning strategy was less than planned, as the introduction consumed more time than anticipated. The goals of the session were likely achieved, as the participants decided to reconvene to implement some of the brainstormed ideas. Participants also spoke of their happiness in seeing their administrators involved, although some were discouraged that every participant was not enthusiastic. As a result of this workshop, forty other faculty members, instead of the expected eighteen, attended a mandatory inservice conducted at this district by the same two people. Eight days after the workshop, the counselors met with the district's career education specialist, and it was decided that she would study an approach to meet the needs expressed at the BORN FREE workshop.

Career Education Workshop: Eden Prairie School District Inservice II

Even though this workshop occurred on January 30, 1978, one week after the previous one, it was not a follow-up, but instead intended for the teaching faculty, kindergarten through twelfth grade. Attendance at the inservice was mandatory, but the teachers could choose from four simultaneous workshops, one of which was BORN FREE's. Eighteen were expected to attend, but because so much positive information had been conveyed by the participants in the previous week's workshop, forty came. Thirty-nine (98%)

were teachers and one (2%) was a counselor. Eleven (28%) of the twenty-one (52%) males and nineteen (48%) females were from elementary schools, thirteen (32%) from the middle school, and sixteen (40%) from the senior high school. The facilitator judged that their agreement with and receptiveness to Project goals was average, and their commitment to career education was low. The district's Affirmative Action Coordinator asked the facilitators to design a workshop that would introduce BORN FREE and raise the teachers' awareness of their influence on their students' career development. Twenty-nine (73%) indicated that the goals were at least partially accomplished, with the elementary and middle school significantly more positive at the .05 level. Ten (25%) felt the content and activities were not interesting.

1. Introduction
2. Overview of BORN FREE
3. Learning strategy - "The Ideal Male/Female Student" IIIA1 (Secondary Training Packet)
4. Information sharing - summary of The Psychology of Sex Differences (Maccoby and Jacklin) and summary of Eden Prairie student survey
5. Videotape: "BORN FREE: A World of Options"
6. Evaluation

Thirty-two (80%) indicated that the main presentation was well done, and only eight (20%) did not care for the learning strategy, which had to be shortened due to a late start and the large number of participants. The group discussions were rated as well done by all except eight (20%), and one more person (N=33, 82%) rated the videotape in this way. The videotape was considered the most important aspect of the workshop by seven (18%), the group discussions by four (10%), and the exposure to sex-role stereotyping in

career development by four (10%) others. When asked specifically whether the workshop was worthwhile, fifteen (38%) wrote that it was, although four (10%) wrote that they had already attended similar workshops. Similar to other workshops, nine (22%) were troubled by the shortage of time, and the facilitators realized they had planned too much for two hours. Eight (20%) felt the workshop related to sex-role stereotyping instead of to career education, so the facilitators had evidently not made clear enough the connection between the two. Six (15%) requested a follow-up workshop presenting specific ways in which they could apply career education in their classrooms.

Harley Hopkins Elementary School Inservice

This Project elementary school held a half-day inservice for their third through sixth grade teachers and principals January 31, 1978. Attendance was voluntary, and eight (80%) teachers were present, one (10%) administrator, and one (10%) counselor. The training session was planned by the school's Field Site Team. Five (50%) of those participating had been employed in their present position three to five years, and four (40%) over six years. The audience, composed of eight (80%) females and two (20%) males, was perceived by the Team Leader to possess a high agreement with Project goals and a generally high commitment and involvement in career education. All except one (N=9, 90%) indicated that sex-role stereotyping is a limitation for both men's and women's careers. The site of the workshop, held at the school, was appealing to ninety per cent (N=9), and all (100%) rated it as well organized. The goals were to discuss the influence of

sex-role stereotyping on male, as well as female, careers, to increase the career awareness of participants, and to share ideas for classroom implementation. The goals were clear to nine (90%), and eight (80%) felt they were accomplished. All except one (N=9, 90%) felt that information flowed freely among the participants and that there was ample opportunity for them to make contributions. The workshop encompassed two and a half hours, and included "Work Force Quiz" IAl Elementary Training Packet, the film "Men's Lives" and discussion, and a presentation, discussion, and brainstorming regarding classroom implementation. Nine (90%) felt the workshop was interesting, and all indicated that the presenters were knowledgeable, competent, warm, and communicative. All rated the film and discussions as well done, although the final discussion was condensed due to a time shortage. Even so, all indicated that an appropriate amount of time was allotted for each activity. All except one person (N=9, 90%) felt free to call upon the BORN FREE staff in their institution for assistance or general follow-up. All ten accepted the goals of the workshop, and nine (90%) indicated that they would attempt to implement some change in their institution. The workshop had a significant impact on the attitudes or behaviors of seven (70%), indicating that at least two of the seven had come with an already high commitment to Project goals. Three (30%) found the group discussions most important, one (10%) the film "Men's Lives," and one (10%) the increase in personal awareness. One (10%) was troubled by no aspect of the inservice, another (10%) by the role playing, and one (10%) other by the shortage of time.

West Hennepin Human Services Positive Parenting Conference

A workshop was presented to this group of parents and helping professionals by a Project Consultant and a field site team member (male-female) on February 4, 1978. There were thirty-seven (88%) females and five (12%) males, and attendance was voluntary. The participants ranged in age from eighteen to over fifty-six, with the modal (N=17, 40%) ranging from thirty-three to thirty-nine. Thirty (71%) had had little training, coursework, or experience in career education, the exact percentage estimated by the facilitator. Thirty-six (86%) were aware that sex-role stereotyping does limit career options for both men and women. Thirty-seven (88%) felt the workshop was appealing, attractive, and well located, it was held at Eisenhower High School in Hopkins, Minnesota. All except two (N=40, 95%) thought it was well organized. The goals were clear to thirty-five (85%), and twenty-seven (64%) felt they had been accomplished. The following were the goals of the training session: to raise the participants' awareness regarding parental influence on their children's career development; to provide an introduction to BORN FREE and the related research; to provide an opportunity for participants to work in cooperative groups; and to give the participants some materials to use. All except one (N=41, 98%) indicated that the workshop was an open and trusting one where information flowed freely, and thirty-eight (90%) felt they usually had the opportunity to contribute when they so desired. Forty (95%) stated that the content and activities were interesting, and thirty-eight (90%) rated the presenters as knowledgeable, competent, warm, and communicative. Eight (19%) felt that the most important aspect of the workshop was their raised awareness

of stereotyping, and ten (24%) were troubled by the shortage of time, partially due to the fact that the general session forced condensation of this session.

"The New Superintendent" IC8 (Secondary Training Packet)
Presentation to University of Minnesota Persuasion Class

One of the Project Assistants was asked by a professor of speech to present a strategy to his class on February 14, 1978. The class was comprised of thirty-six (59%) males and twenty-five (41%) females who had been discussing the roles of men and women in management positions. The students, both undergraduate and graduate level, were required to attend. The Project Assistant perceived them as possessing an average agreement and receptiveness to Project goals and a high commitment and involvement in career education. The purpose of the presentation was to raise the students' awareness of the differences in salary expectations for men as compared to women; however, the facilitator felt that the completed Learning Strategy Rating Forms indicated that the goal had been incompletely explained. The discussion after the strategy was shortened because there was not enough space to separate into small groups, nor was there enough time. The evaluation indicated that awareness had been raised, but there was some resentment, as some of the students were feeling that they had already been the subject of too many experiments. Two class members who taught in other settings requested to field test some of the strategies, indicating evidence of BORN FREE's multiplier effect.

Faculty Discussion Group

As a result of the Project's External Field Test, the Director of Student Development at a Technical College seventy miles south of the University utilized two learning strategies with eighteen of his faculty. He felt that this group, evenly divided between men and women, was already commiited to career education and the reduction of sexism, but he wanted them to examine their values, as many seemed to possess a "male chauvinistic" attitude. Attendance at the March 1, 1978, meeting was voluntary, and led by the Director and two other counselors. Those in attendance experienced a revised "How To Tell A Businessman from a Businesswoman" IIIA2 (Postsecondary Training Packet) and "Impact of Social Policy" IIC2 (Postsecondary Training Packet). The facilitator indicated that both strategies stimulated excellent participation and discussions, and that the faculty were very appreciative of the workshop.

Male-Female Communication

On March 13, 1978, one of the Project Assistants gave a ninety-minute presentation to an undergraduate speech course at a private liberal arts college. The course topic was interpersonal communication, of which male-female communication is a basic component. There were twenty-four students in the class, thirteen (54%) females and eleven (46%) males, and their attendance at this session was required. This particular college is located in a small town and possesses a traditional, upper middle-class image. Their agreement with BORN FREE goals was perceived as average and their involvement with career education as low. The goal of

the activity was to raise the students' awareness of the effect of sex-role stereotypes on the interpersonal relationships between men and women. The group discussion and the completed Videotape Rating Forms were used to measure whether the goal was achieved. The following activities were presented:

1. Introduction to Project BORN FREE
2. Videotape: "Men: Choices and Changes"
3. Evaluation of tape
4. Modification of "Are Females Persons?" IIIA3 (Postsecondary Training Packet)
5. Power exercise
6. Discussion of film, lists derived from "Are Females Persons?" IIIA4, and power
7. "Masculine/Feminine - A Reading" VIA1 (Postsecondary Training Packet)

The tape was shown on black and white equipment, and changes were made in the strategies to adapt them to the goals of the presentation. The verbal response of the students was very positive, although men were more threatened by the tape than women.

American Personnel and Guidance Association Convention Workshop

On March 20, 1978, the Project Director and Project Consultants presented a workshop at the American Personnel and Guidance Association Convention in Washington, D.C. Thirty-eight (70%) evaluated the presentation, and the feedback they provided was very positive. Five (13%) were very pleased with the personal insight they gained, and four (10%) felt the overview of BORN FREE was the most important aspect of the workshop. Four (10%) appreciated the small group exercises, and four (10%) others especially liked the videotape "BORN FREE: A World of Options," which the conference honored with its best videotape award. Seven felt the workshop

was too short.

Those attending the conference represented a variety of fields, including teachers, counselors, administrators, supervisors, coordinators, guidance assistants, and a military education officer. Sixteen (42%) were males and twenty-two (58%) were females. The ages ranged from twenty-three to over fifty-six, with forty-six to fifty-five the mode. Twenty-seven (71%) had had training or experience in career development education, and all (100%) agreed that sex-role stereotyping does limit career options for both women and men. All except one (N=37, 97%) indicated that the workshop was well organized, and one less (N=36, 95%) felt the goals were clear. Thirty-seven (97%) of the participants felt the workshop climate was an open and trusting one where information flowed freely, and one less (N=36, 95%) indicated that the content and activities were interesting. All perceived the presenters as knowledgeable, competent, warm, and communicative. Sixty-eight per cent (N=26) of this audience who already were aware of the limitations of sex-role stereotyping wrote that the workshop would probably have a significant impact on their attitudes or behaviors.

BORN FREE I - Hopkins North Junior High

The Hopkins North Junior High School field site team Project Consultants and two parents developed an inservice for all of the interested faculty, staff, and parents in the Hopkins School District. The faculty could choose to receive either continuing education credits or money for attending. The inservice began on Saturday, April 1, 1978, and continued for four weekly two-hour sessions. The first session lasted an entire day, and the others encompassed two hours apiece after school. The first session will

be discussed here, and the other sessions in the next section. Thirty-five people attended, twenty-three (66%) teachers, four (11%) counselors, two (6%) administrators, four (11%) parents, one (3%) school board member, and one (3%) college student. The audience, composed of twenty-two (63%) females and thirteen (37%) males ranged in age from eighteen to over fifty-six. The two modes were the thirty-three to thirty-nine range (23%) and the forty-six to fifty-five (23%) range. The participants were divided on the amount of coursework and experience in career education they perceived themselves as possessing, with eighteen (51%) having a fair amount, and seventeen (49%) having little. The mode of the previous question was "none at all" (N=8, 23%). Twenty-seven (77%) felt that sex-role stereotyping did limit career options for both men and women, and one of the facilitators estimated that their agreement with Project goals was high. The workshop was held at a motel in an adjoining suburb, and all except two (N=33, 94%) indicated that the site was appealing, attractive, and well located, and that the workshop itself was well organized. The goals of the workshop were clear to thirty-one (89%) of the participants, and thirty (86%) felt they were accomplished. The goals were to provide an overview of BORN FREE; to raise the participants' awareness of their own career decisions; to provide an awareness of family career patterns; to help parents ascertain the messages children receive as compared to the sex-role messages they had received; to help teachers realize the messages they give students regarding the ideal male and female students; and to increase the awareness of the issues with which men deal. Everyone (100%) felt that the workshop was an open one where

information flowed freely, and all except one (N=34, 97%) felt that when they had a contribution to make, the opportunity to speak was there. The activities were:

1. Career mixer (activity intended to "break the ice") (30 minutes)
2. Overview of Project BORN FREE (30 minutes)
3. "Career Lifeline," IA1 (Secondary Training Packet) (100 minutes)
4. Break (20 minutes)
5. "Occupational Family Tree" IVA2 (Secondary Training Packet) (60 minutes)
6. Lunch (60 minutes)
7. "The Ideal Female/Male Student" IIIA1 (Secondary Training Packet) for educators and "Early Sex-Role Messages" IC2 (Secondary Training Packet) for parents (60 minutes)
8. Break (15 minutes)
9. Film "Men's Lives" and discussion of it (75 minutes)
10. Evaluation and debriefing (30 minutes)

Thirty-two (92%) felt the content was interesting. Thirty-one (89%) viewed the presenters as knowledgeable and competent, and two more (N=33, 94%) felt they were also warm and communicative. The learning strategies and group discussions were rated as well done by thirty-one (88%). Twenty-five (72%) felt the film was well done, although the other ten may have been commenting more on its controversial message than on its quality. The informal discussions were rated well by twenty-nine (83%), and thirty-two (91%) liked the lunch served by the motel. The time allotted for each activity was viewed as appropriate by thirty-two (91%). Thirty (86%) accepted the goals of the inservice, and twenty-six (74%) would probably try to implement some changes. Twenty (57%)

felt the workshop had had a significant impact on their attitudes or behaviors. Twenty-one (60%) wrote that the discussions were the most important part of the workshop, and five (14%) were pleased with the amount of awareness they gained; seven (20%) were troubled by the film.

BORN FREE II - Hopkins North Junior High

BORN FREE II occurred on April 6, 13, 20, and May 4, 1978, for two hours after the school day had ended. Nineteen were in attendance, although only sixteen (84%) completed Workshop Evaluation Forms. All except two of the sixteen (N=14, 88%) indicated that they were teachers, and one of the other two was a social worker, and one an administrator. One other administrator and two parents were also in attendance. Twelve (63%) of the participants were from North Junior High School, the Project school sponsoring the workshops. Most had been in their present faculty positions over six years (N=15, 79%), and six (38%) males and ten (62%) females evaluated the sessions. The facilitator estimated that the participants possessed an average commitment to and involvement with career education, and nine (56%) indicated that they had had coursework or experience in that particular field. Fourteen (88%) felt that sex-role stereotyping limits career options for both men and women, and the facilitator indicated that the participants had a high level of agreement with and receptiveness to Project goals. BORN FREE II was held at North Junior High School, and all (100%) found the site appealing, attractive, and well located. All except one (N=15, 94%) felt the workshop was well organized, and the goals were clear. The goal was to have the participants develop personal implementation plans regarding sex-role stereotyping, and each

person reported on their individual plan at the final session. Thirteen (81%) of the participants felt the goal had been accomplished. All felt the workshop climate was open and that the opportunity was available for them to contribute. The content follows, and fifteen (94%) felt it was interesting.

Week 1

1. Videotape: "Men: Choices and Changes"
2. Videotape evaluation
3. Discussion of videotape
4. Strategy: "Looking at Change" VIA4 (Secondary Training Packet)

Week 2

1. Videotape: "Women: Choices and Changes"
2. Videotape evaluation
3. Discussion of videotape
4. Brainstorming on needed or possible changes

Week 3

1. Guest speaker in a nontraditional field
2. Development of goal statements and implementation plans

Week 4

1. Implementation plan reports
2. Future possibilities, commitments
3. Workshop evaluation

Fifteen (94%) perceived the presenter as knowledgeable, competent, and communicative. Fifteen (94%) indicated that they would call on the North BORN FREE staff for assistance, resources, or general follow-up. The goal of the workshop was accepted by fifteen (94%), and that same number was probably going to try to implement some change. The one person who did not accept the goal of the workshop claimed to have been already aware of the issues. Fifteen (94%)

of this group of people who already possessed a high awareness of sex-role stereotyping felt the workshop would have a significant impact on their attitudes or behaviors. Seventeen most important aspects of the workshop were listed; the following are a sample: "the personal project and discussion and hearing other people"; "interaction among individuals"; "realization of female views"; "the freedom to be free it encouraged"; "being with the people and seeing what is going on"; "motivation to think about specific actions"; "becoming aware of issues"; "implementing my own plan"; "learning from others"; and "small group discussion." Only eight negative comments were offered, and the following are a sample: "some people who get on a soapbox"; "awfully fattening food at times"; "somehow it feels incomplete"; and "there is a long way to go even with people who are somewhat open to options for women and men."

Eastern Michigan University Conference on "Eliminating Sex-Bias and Sex-Role Stereotypes"

Two BORN FREE staff members (one woman and one man) were asked to present a workshop at this conference in Ypsilanti, Michigan. It was sponsored by the University's Departments of Administrative Services and Business Education, Home Economics, and Industrial Technology and Industrial Education. This workshop was part of a vocational education preservice or inservice for teachers and occurred on April 5, 1978. Seventy-one people attended; the participation of about eighteen (25%) of them was required. Thirty-eight (54%) were teachers, two (3%) were counselors, two (3%) were administrators, and twenty-nine (41%) were college students. There were forty-three (61%) female and twenty-eight

(39%) male participants ranging in age from eighteen through over fifty-six, with the range twenty-three to twenty-nine the mode (N=18, 25%). Because of the large number of students this audience was younger than the facilitators had anticipated. The audience rated themselves as almost evenly divided in their amount of career education training and experience with thirty-four (48%) indicating that they had had a fair amount of training or course-work in this area. The facilitators perceived sixty per cent of the audience to be highly committed to and involved with career education. Fifty-nine (83%) felt that sex-role stereotyping does limit career options for both women and men, and the facilitators estimated that ninety per cent of them agreed with and were receptive to Project goals. The site of the workshop, one of Eastern Michigan University's conference centers, was perceived as attractive and well located by sixty-three (89%), and one less (N=62, 87%) felt it was well organized. The following were the goals of the presentation:

1. Build initial awareness of career-related sex-role stereotyping
2. Overview of BORN FREE
3. Introduction to BORN FREE Materials by experiencing two learning strategies
4. Give participants packet of materials
5. Have participants interact with each other

These goals were clear to fifty-nine (83%), and fifty (70%) felt that they were accomplished. Sixty-eight (96%) indicated that the workshop climate was open and information flowed freely, but only sixty (85%) felt that the opportunity for them to make a contribution usually existed. The schedule for the four-and-one-half-hour session follows:

1. Introduction to facilitators and BORN FREE
2. Goals for evening
3. "Occupational Family Tree" IVA2 (Secondary Training Packet)
4. Film and lecture
5. Dinner
6. Overview of BORN FREE
7. Highlights of "Selected Review of the Literature on Career Development and Sex-Role Stereotyping at the Secondary Level" (Johnson, et. al., 1977).
8. "Early Sex-Role Messages" IC2 (Secondary Training Packet)
9. Discussion of change process
10. Evaluation

All but five (N=66, 93%) felt the content was interesting and the presenters were knowledgeable and competent. One more (N=67, 94%) rated the presenters as communicative and warm. Sixty-five (92%) indicated the learning strategies were well done, and one more (N=66, 93%) liked the dinner. Sixty-four (90%) accepted the workshop's goals, and forty-four (62%) indicated that it had had a significant impact on their attitudes or behaviors. Eleven (15%) felt the group discussions were the most important aspect of the workshop, and eight (11%) were most pleased that their awareness had been raised. Twelve (17%) would have liked more time, and eight (11%) were disappointed that they received nothing concrete to implement. This workshop was one in which BORN FREE's multiplier effect was seen within the life of the Project. Not only did participants receive a packet of materials, but three of the participants learned to be BORN FREE trainers at the 1978 BORN FREE National Summer Institute.

Psychology Class Presentation

Two learning strategies were field tested by eighteen members of a psychology class at a Technical College in southern Minnesota. The half-female, half-male class experienced the exercises during two hours on April 10, 1978. The facilitator's purpose was to allow the students to explore their values and to acquaint them with the changing roles of women and men at work. "How To Tell a Businessman From a Businesswoman" VIA2 (Postsecondary Training Packet), and "Impact of Social Policy" IIC2 (Postsecondary Training Packet) were experienced. The facilitator felt the students' discussion was restrained, and no other feedback was received by the Project Evaluator.

Willow Lane Elementary School Inservice

An inservice was presented to seventeen teachers, counselors, and other staff members at this non-Project school by two field site team members from this same school district. Attendance was voluntary, and ten (59%) women participated, and seven (41%) men. Most had held their present faculty positions over six years, and one of the facilitators perceived their agreement with and receptiveness to BORN FREE goals and commitment and involvement in career education as average to high. The goal was to raise awareness by experiencing "Role Behavior Checklist" IIIB2 (Secondary Training Packet). The session was scheduled for seventy-five minutes, although three participants chose to stay seventy-five extra minutes to discuss BORN FREE. As a result of the feedback provided by this inservice, "Role Behavior Checklist" IIIB2 was revised.

College Class Presentations

An instructor at a private liberal arts college in St. Paul requested to field test both BORN FREE videotapes and learning strategies. Her three presentations to ten male students in a career and lifestyle development class occurred on February 27, March 6, and April 17, 1978. The students were required to attend, and this instructor perceived their agreement with Project goals and commitment to and involvement in career education as high. The videotapes, "BORN FREE: A World of Options" and "Men: Choices and Changes," were presented to increase the students' awareness of women's role options and of male socialization. The strategy, "Your Support System" VIIC2 (Postsecondary Training Packet), was used to increase awareness of one's support system, something the students had not previously considered. The students discussed both their new awareness, and the possible obstacles to change.

Growing Up Female: I Can, I Count*

On May 3, 1978, Hopkins Eisenhower High School held a conference on options and opportunities for women today. Three of the conference planners were members of the field site team. The conference lasted seven hours, and proceeded as follows:

1. Registration and film festival (30 minutes)
2. Welcome and introductions (15 minutes)
3. Keynote speaker and question/answer (45 minutes)
4. Workshop session (see following list) (60 minutes)
5. Break (30 minutes)
6. Workshop session (see following list) (60 minutes)
7. Lunch ahd program (60 minutes)

*BORN FREE was one of several sponsors involved in this workshop.

8. Workshop session (see following list) (60 minutes)
9. Wrap-up session (45 minutes)

The participants were able to select three workshops from the following list:

1. Lifestyles: Options and Opinions
2. Self-Defense: Take Time To Take Care
3. Friends, Mates, and Others: Forming Relationships
4. Freedom for Fun: Leisure Time Choices
5. How To Get What I Need
6. Where Do I Go Next? Making Life Decisions
7. "Who Am I?" - Searching for Myself
8. Affirmative Action: Special Issues
9. You Be the Boss: Women in Management
10. Law: Protection and Careers
11. "Why Not Make Policy?" Women in Government
12. "Technically Speaking" What Can You Do With Your Math and Science Skills?
13. Turnabout: Non-traditional Careers
14. Is Looking Good Feeling Good?
15. Finding My Way in a Traditional Career

Over two-hundred students attended and about eighty per cent of them completed the evaluation forms devised by the conference staff.* The evaluation was so positive that this activity is likely to become an annual occurrence. Almost ninety per cent (N=166, 89%) of the students agreed that the day was personally beneficial, and one-hundred and fifty (81%) felt the information gained would be helpful to them. No one disagreed with these

*The Evaluator appreciates the manual tabulation completed by Vicky Weis, conference planner, and BORN FREE team member.

statements; the others were either neutral or did not know. In response to the question as to which of the day's activities was most valuable, thirty-four (18%) felt it was the session dealing with relationships, and each of the following was mentioned by twenty-three (12%) of the students: workshop regarding searching for oneself; keynote speaker; and workshop on self defense. Lengthening the workshop was the change most frequently mentioned by the participants, thirty-three (18%) requested longer workshop sessions, and sixteen (9%) suggested the conference cover two days instead of one.

Dean's Seminar - College of Education

BORN FREE was invited to present two seminars, May 18 and May 25, 1978, to selected faculty from the University of Minnesota's College of Education. A modified version of the Workshop Evaluation Form (Appendix T) was administered after the first session, and sixteen (64%) of the twenty-five participants completed the instrument. Ten (60%) of the participants responding were professors, and nine (56%) were males and seven (44%) were females. All except one (N=15, 94%) had a high or moderate degree of familiarity with sex-role stereotyping, and almost as many (N=14, 88%) felt this way regarding innovative change in educational institutions. Thirteen (81%) checked either high or moderate when asked about their familiarity or experience with career development education. All parts of the seminar were viewed as helpful, especially the videotape segment. The seminar met or exceeded the expectations of thirteen (81%), and the other three (19%) checked "unsure." Eleven (69%) definitely gained a new understanding, although only five (31%) were certain that their attitudes and/or behaviors had

been impacted significantly. Thirteen (81%) felt the topics discussed should be infused into the pre-service preparation of educators, and three (19%) were unsure. However, only five (31%) were interested in using BORN FREE material, six (38%) were not interested, and the other five (31%) were unsure. Examples of additional comments follow: "too bad time went so fast--it was terribly interesting"; "well presented"; "BORN FREE lack of time results from unnecessary repetition"; "I really appreciate your effort to communicate with us."

Analysis

As indicated, the term "workshop" encompassed a variety of activities, including faculty inservices, training sessions occurring during a period of week[illegible] retreat, and conference presentations. Those involved with each particular workshop were either Project BORN FREE University staff, or people associated in some way with the participants themselves. Because much previous planning was undertaken to meet the needs of the audience, all workshops were evaluated positively by those willing to complete Workshop Evaluation Forms. Another reason Workshop Evaluation Forms [illegible] frequently not completed was that the workshop ran overtime, leaving no time for evaluation. It is hypothesized that those who did not complete forms held similar opinions to those who did, but this is not a sure fact. Positive feedback was received from faculty members, students, helping professionals, parents, and others. Besides planning workshops to meet the needs of the individuals, adaptations were frequently made during the sessions themselves due to time or to a change of focus. Both voluntary and mandatory

activities were evaluated positively, although the latter did engender some very negative feedback. It seems very difficult to alter those firmly opposed to Project goals, although a few cases of lessening resistance are cited, possibly reinforcing the notion that mandatory sessions are worth the amount of backlash received. Neither the location, nor the length of the workshops seems to have affected the evaluations, although the shortage of time was the most frequent negative comment offered. It is important to allow sufficient time to process each activity, although sometimes the amount of additional time requested was for the purpose of sharing new insights. This can be beneficial, but it can also prevent the workshop from progressing, as different people arrive with different experiences. The workshops fulfilled both their purposes; numerous people introduced to BORN FREE expressed an interest in implementing its goals, especially within the original fourteen pilot institutions, and many Project products were field tested during these sessions. Many of these workshops were external to the Project, contributing to BORN FREE's multiplier effect. The workshops will not end when the Project's official time expires, as the staff has already received numerous requests to give presentations during the 1978-1979 school year.

Follow-up of 1977 BORN FREE Summer Workshop

In an attempt to determine the long-range effects of the first 1977 BORN FREE Summer Workshop, a follow-up questionnaire (Appendix U) was administered. The instrument was a condensation and modification of the one administered on the final day of

the workshop itself (Keierleber, 1977).* The thorough evaluation of that workshop revealed very positive short-term outcomes with all scales receiving a mean rating of 6.44 on a 7-point scale. The follow-up was designed to determine participants' attitudes and behaviors approximately one year later. The questionnaire was administered to the fifteen summer workshop participants attending the May 11, 1978, All-Project Meeting. The twenty-five other members of the workshop were mailed a copy of the questionnaire, an accompanying cover letter (Appendix U), and a stamped return envelope May 31, 1978. Fifteen (60%) of these were returned for a total number of thirty (75%) returns out of a possible forty.

Open-Ended Questions. For ease of discussion, the answers to the open-ended questions will be reported first. The respondents were very positive regarding the workshop, and everyone wrote something positive in response to Question #23: "Please express your opinion regarding the value of last summer's workshop." Eighteen commented on the personal growth they had experienced. "It was a personally rewarding situation"; "It was one of the most positive personal growth experiences of my life"; and "Extremely positive for me. I experienced a great deal of growth and I've been able to continue it personally."

The support system and networking which resulted were mentioned as very beneficial by ten (33%) of the participants. For example, "The contact with other institutions was very valuable"; and "Excellent--enjoyed hearing other people's opinions on this

*The Product Evaluator appreciates the assistance in identifying important questions offered by Zsuzsana Gyorky.

topic." Almost as many (N=9, 30%) responded by saying the workshop was extremely valuable; sometimes these comments were expanded, other times not. "Very, very valuable. I would like to do it again"; "Very valuable. BORN FREE concerns should be a part of human relations programs for all University staff and students"; and "Invaluable!"

The information gained was mentioned by eight (27%) as being very helpful. "It certainly has been worthwhile since it has given me more to work with"; "Worthwhile experience. Provided me with a base of knowledge and awareness to work as a committee member at school"; and "It was helpful to me in orienting me more fully to career development theory and practices,..." Five (17%) were pleased with the parts of the workshop dealing with institutional change. "I really gained a great deal of ... practical group technique know-how"; and "I learned a method of change."

Four (13%) wrote that the workshop was a good stimulus for the following year's activities, and two of the other responses provided follow: "I'm feeling a lot better about being a man"; and "In doing inservice I know that the instructors last summer served as models for me, especially in being open, accepting, and non-judgmental, creating an atmosphere conducive for sharing."

Besides feeling that the workshop was valuable, in response to question #22, all listed at least one way in which they had implemented their learning. More than half (N=16, 53%) had been involved in some type of faculty inservice, and eleven (37%) mentioned informal discussions with colleagues. "Learning how to do inservices"; "(Informally) encouraging colleagues to watch out for sex-bias

in conversation, dealing with children, use of materials"; "Planned inservice workshop for college staff"; and "Influencing, informally, my principal."

Eighteen (60%) have also incorporated either BORN FREE concepts or specific BORN FREE strategies into work with their students; two wrote that their dealings with parents have changed: "personal contact with students in classroom"; and "explaining BORN FREE to classes."

Ten (33%) see their involvement in the change process as the way in which their learning has been implemented: "plan ways of implementing change having experienced change myself in the workshop"; "generate enthusiasm for necessary projects"; "I have also begun to change my own use of the English language to get rid of the generic use of He which I feel is a serious part of the problem"; "Awareness of power structure, sources of power, etc. Group action, facilitating change"; and "Institutional changes."

Seven (23%) participants were now able to recognize and deal with stereotypic behavior: "Personal awareness of sex role stereotypes and bias"; and "challenging self and others--sexist behaviors." Fulfilling last summer's implementation plan or doing even more than expected was the means by which four (13%) carried out their learning. A few of the other comments provided once follow: "We have increased the team by one ... who was a prior opponent"; and "My personal life has changed considerably."

The open-ended question that was least frequently answered was #24, regarding desired changes in last year's workshop. Five (17%) wrote that no changes were necessary, and four (13%) left the

question blank. "Can you believe I can't think of anything"; and "...I feel what I got was sufficient."

The process necessary to execute successful change was an area in which one-third (N=10) would have liked to have had more training: "Would have wanted to learn about what motivates poeple to not change and how to break down barriers to change." Three (10%) requested more specific instructions regarding the implementation of inservices, and the following are a sample of comments offered once or twice: "More caution in taking on more than can handle"; and "...how to continue to motivate myself..."

The responses to question #1, asking for a list of BORN FREE-related activities, were numerous and varied. One-half (N=15) had been involved in at least one faculty inservice, and fourteen (47%) indicated that they were team members, although even more than that were. Eight (27%) had incorporated BORN FREE materials into their classes, and five (17%) did not respond to this statement. Eight (27%) were involved in presentations and/or conferences, and three (10%) had viewed and discussed the videotapes. A sample of activities mentioned by one or two respondents follows: "day care"; "career clinic"; "purchasing of materials"; and "insisted on... neutral...verbiage in wording of documents in school self-study."

Closed-Ended Questions. The original purpose of questions #2 - #21 was to make a comparison with responses provided to these questions in last year's pre- and post-assessments. It was expected that the strong positive feeling expressed in last year's post-assessment had diminished somewhat during the year, but this was not the case. As seen in Appendix V, the twenty closed-ended questions were answered in exactly the same manner, on a seven-point scale, one year

later. After applying the material learned in the workshop, the participants still felt quite knowledgeable about the topics of staff development, educational improvement, career development, and sex-role stereotyping.

It was still viewed as quite important to be able to apply the material learned to different audiences. Changing the attitudes of others (students, colleagues, parents) diminished very slightly, but not significantly, in importance, possibly after the participants had experienced the difficulty of the process. Similar to the view expressed at the end of the workshop, personal change was considered the most important area.

Questions #10-#13 were included to ascertain whether the participants had changed their thinking regarding the amount of career-related sex-role stereotyping prevalent in their institutions. Three of the four averages did increase, but not to a significant extent.

The Post-Assessment of the Summer Workshop indicated that the participants felt they definitely had learned some skills necessary to help reduce the limitations placed on career options. After one year of applying these skills, the participants viewed themselves as skilled as they hoped they would be.

The awareness of the participants regarding sex-role stereotyping also increased during the past year. They now perceive of themselves as better able to recognize sex bias, career-related sex-role stereotyping, and their own sexist behavior. This year has also made them aware of the fact that both men and women suffer from the effects of sex-role stereotyping.

As can be seen in questions #1 and #22, these thirty respond-

ents had been involved in numerous BORN FREE-related activities. To accomplish these, some risks had undoubtedly been undertaken, but the degree of risk expected had diminished. In fact, the participants were neutral as to whether any risk would even be involved in attempting changes related to career development.

Summary

The learning gained from the first summer's workshop has remained stable and has been applied in many ways. The workshop was perceived as valuable, and the participants felt they had grown, both personally and professionally. One-third would have liked more training in change process, although almost the same number offered no answer to the question regarding desired additional learning.

The BORN FREE 1977 Summer Workshop was evaluated very positively at its close and one year later. After a lapse of approximately one year, during which time the skills and behaviors learned during the workshop were applied, the participants were similarly positive in their ratings. The workshop was perceived as valuable, and the participants felt they had grown, both personally and professionally. All had implemented at least one of their new learnings during the past year. Three-fifths have incorporated some BORN FREE concepts into work with their students, even though the latter were not the primary target audience. One-third had been very involved in the change process, and the same number would have liked more training in this area. However, the question that was least frequently answered was the one regarding desired changes in the workshop. This overall positive evaluation offers strong support that the major career development

team models being created as part of the Project are indeed effective.

This report discussed the evaluations of 29 of the Project's workshops and the follow-up of the 1977 BORN FREE Summer Institute. The term "workshop" was used to encompass a variety of activities ranging from a one-hour presentation to an inservice lasting two months.

It was anticipated that workshops would play a major role in BORN FREE's multiplier effect, and this proved to be the case. Another goal of the workshops, to provide a setting in which BORN FREE products could be field tested, was also achieved.

Most workshops were evaluated by the Workshop Evaluation Form or some modification of it. The 1977 BORN FREE Summer Workshop Follow-up was evaluated on a questionnaire designed specifically for that workshop.

One difficulty with the workshop evaluations was a low return rate of the forms. Most participants did not want to be bothered with them, nor did they comprehend the learning the Project staff would derive from them. On the other hand, three-quarters of the 1977 BORN FREE Summer Workshop participants took the time to complete the lengthy questionnaire given them.

Overall, all workshops received immediate positive evaluations, and the 1977 BORN FREE Summer Workshop received an immediate positive evaluation and a similar evaluation almost one year later. These workshops were presented to college students, postsecondary faculty, elementary faculty, secondary faculty, feminists, junior high school students, and other groups proving that the workshop models are relevant to most audiences. Because the workshops were evaluated so positively, the staff feels the career development

team models created as part of the Project have been demonstrated effective.

Conclusion

While this report represents an enormous amount of data gathering and analysis, and generally provides evidence of the positive impact of BORN FREE videotapes, training packets (learning strategies), and workshop designs, there are several evaluation tasks which were impossible to do, desirable as it might have been to do so.

One of the limitations of this evaluation is the fact that only a limited number of learning activities could be field tested, for reasons already cited. While it is hoped that the positive response is representative of the materials as a whole, no claim can be made for effectiveness of all of the packet materials. Nonetheless, judgments by outside consultant readers and by Local and National Institute participants suggest that the materials are effective in accomplishing their goals and objectives.

The videotape field test, although not as extensive as desired, brought positive responses from a sophisticated, highly trained audience attending the National Institute. Subjective feedback since the Institute has also reinforced the impact of the tapes. There are many requests for use.

The evaluated workshops, representing 41% of the total number held, offer reasonable support for the effectiveness of the learning strategies and the training designs. They reached a large number of persons in all kinds of institutions, with

apparent positive results.

Although we were not able to carry out all aspects of the evaluation, in general we are pleased with the results. It was unfortunate that we were unable to formally field test any of the Video Viewers' Guides, but we welcome reactions to them. Among the most encouraging aspects of this report are the findings of the Follow-up Study of the 1977 Local Summer Institute. That workshop participants who attended the first Institute maintained their positive response and high ratings a year later is important information on workshop effectiveness.

It is hoped that those interested in working on problems of sex equity in career development of both women and men find the detailed analysis of BORN FREE products of value as they plan their own strategies to bring about change in educational institutions.

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APPENDICES

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Appendix A

Project BORN FREE

"BORN FREE: A World of Options" Evaluation Form

Female____ Male____; Age (18-25) (25-35) (35-45) (45-55) (55-) (Circle one)

Occupation (if work is in an educational field, please state level).

_____

Are you a parent? Yes____ No____

1. How would you rate the overall immediate impact of the tape? (Circle one)

   very strong strong average weak very weak

2. What is the overriding message of the tape?

3. How did you feel at the end of the tape?

4. How might your behavior be different as a result of this tape?

5. Please comment on any part of the tape with which you identified.

6. Please comment on the major strengths of this tape.

7. Please comment on the major weaknesses of this tape.

8. Would you be likely to use this tape in your setting? Yes____ No____ Don't know____

Appendix B

Project BORN FREE
Video Tape Evaluation Form

School_____ Code _____

Consultant_____ Tape Number _____

Date_____ Tape Name _____

Name (optional)_____

Occupation_____

If educator (circle)

Teacher Counselor Administrator Other_____

Elementary Secondary Higher Education/Post-Secondary

Sex (circle) Male Female Parent (circle) Yes No

Student (circle) Yes No Grade Level_____

Age (circle) under 17 18-22 23-29 30-32 33-39 40-45 46-55 56+

Please circle the appropriate response:

	Strongly Agree	Agree	Uncertain	Disagree	Strongly Disagree
1. The overall impact of the tape is strong.	1	2	3	4	5
2. The content of this tape is valuable.	1	2	3	4	5
3. The presentation is interesting.	1	2	3	4	5
4. The length of this tape is adequate.	1	2	3	4	5
comment_____					
5. This video tape is appropriate for use with					
Elementary Educators	1	2	3	4	5
Secondary Educators	1	2	3	4	5
Post-secondary/Higher Educators	1	2	3	4	5
Parents	1	2	3	4	5
Secondary Students	1	2	3	4	5
Post-Secondary Students	1	2	3	4	5
6. My level of career education experience/ training is high.	1	2	3	4	5
7. My level of sex-role stereotyping knowledge is high.	1	2	3	4	5
8. I would like to use this tape in my setting (if not appropriate, leave blank)	1	2	3	4	5

9. Please comment on the major strengths of this tape.

10. Please comment on the major weaknesses of this tape.

11. How might your behavior be different as a result of this tape?

Project BORN FREE

Appendix C

LEARNING STRATEGY RATING FORM

code _____

Packet Level (circle) Elementary Secondary Post-Secondary/Higher

Learning Strategy (Name & Number) _____

Name of Rater (Optional) _____

School _____

Consultant _____

Position (circle) Teacher Counselor Administrator Parent Other

Level at which you work (circle) Elementary Secondary Post-Secondary Other

Age (circle) under 17 18-22 23-29 30-32 33-39 40-45 46-55 56+

Are you a parent? (circle) Yes No

Sex (circle) Male Female

	Strongly agree	Agree	Uncertain	Disagree	Strongly disagree
1. The objective is clear.	1	2	3	4	5
2. The directions are clear.	1	2	3	4	5
3. The learning strategy is appropriate for achieving the objective.	1	2	3	4	5
4. The amount of time allotted is adequate for the strategy.	1	2	3	4	5
5. The resources listed are adequate.	1	2	3	4	5
6. The criterion at the end adequately indicates that that the objective has been met.	1	2	3	4	5
7. The strategy is appropriate for its intended educational level.	1	2	3	4	5
8. It is likely that you would use this strategy in your institution.	1	2	3	4	5

9. How would you rate the strategy overall? (circle your rating)

excellent very good good fair poor

10. Please comment briefly on any items you rated below agree. What changes if any, would you recommend to improve this strategy if you were using it?

11. What are the major strengths of the strategy?

12. What are the major weaknesses of the strategy?

Appendix D

code _____
cons _____
Office use only

Project BORN FREE
Workshop Evaluation Form

Date _____

Institution _____

Name _____ (optional)

If educator (circle) Teacher Counselor Administrator Other _____
(circle) Elementary Secondary Higher Education/Post-secondary

Sex (circle) Female Male Parent (circle) Yes No

Student (circle) Yes No Grade level _____

Age (circle) under 17 18-22 23-29 30-32 33-39 40-45 46-55 56+

Please circle only one number per question unless otherwise indicated.

1. I have had training, coursework, or experience where I have learned the concepts of career development education.

   none at all 1 2 3 4 5 6 quite a lot

2. I feel that sex-role stereotyping limits career options for both men and women.

   not at all 1 2 3 4 5 6 extremely

3. The workshop site was appealing, attractive, and well located. I felt comfortable in these surroundings.

   quite poor 1 2 3 4 5 6 superior

4. The workshop was well organized (i.e. agenda, activities, presentations, time, breaks, etc).

   very poorly organized 1 2 3 4 5 6 extremely well organized

5. The goals of this workshop were very clear.

   not clear at all 1 2 3 4 5 6 extremely clear

6. In my opinion, the overall goals of the workshop were accomplished, and this workshop met my expectations.

   no goals accomplished 1 2 3 4 5 6 all goals fully accomplished

7. In general, I felt that the workshop climate was open, trusting, and that information flowed freely among the participants.

   almost never 1 2 3 4 5 6 almost always

8. I felt that when I had a contribution to make, I had an opportunity to make it.

   almost never 1 2 3 4 5 6 almost always

9. I felt that the content and activities were interesting.

   almost never 1 2 3 4 5 6 almost always

10. The presenters were knowledgeable and competent.

not at all 1 2 3 4 5 6 superior

11. The presenters were warm and communicative.

not at all 1 2 3 4 5 6 extremely so

12. Please rate the following if appropriate.

	very poor					extremely well done
main presentation/lecture	1	2	3	4	5	6
group exercises (learning strategies)	1	2	3	4	5	6
video tape sessions	1	2	3	4	5	6
small group discussions	1	2	3	4	5	6
films, tapes, and other media	1	2	3	4	5	6
informal individual or group discussion	1	2	3	4	5	6
coffee breaks, lunch/dinner	1	2	3	4	5	6
panel discussion or other activities	1	2	3	4	5	6
time allotted each was appropriate	1	2	3	4	5	6

13. Please rank the following in terms of its overall importance to accomplishing the goals of this workshop. Rank only activities used in this workshop. (1=highest, 8=lowest)

____ main presentation/lecture
____ group exercises (learning strategies)
____ video tape sessions
____ small group discussions
____ films, tapes, and other media
____ informal individual or group discussion
____ coffee breaks, lunch or dinner
____ panel discussion and other activities

14. I feel free to call upon the Project BORN FREE staff in my institution for assistance, resources, or general follow-up.

strongly disagree 1 2 3 4 5 6 strongly agree

15. I accepted the goals of this workshop.

did not accept 1 2 3 4 5 6 fully accepted

16. Even though I may have accepted the goals, values, or concepts of the BORN FREE Project at an intellectual level, I probably won't try to implement changes in my institution.

strongly disagree 1 2 3 4 5 6 strongly agree

17. This workshop will probably have a significant impact on my attitudes or behaviors.

strongly disagree 1 2 3 4 5 6 strongly agree

18. For me, the most important aspect of the workshop was:

19. The one thing about this workshop that troubled me and was the least satisfying was:

20. Workshop evaluation forms are boring and a waste of time.

strongly disagree 1 2 3 4 5 6 strongly agree

Appendix E

Consultant Reader Instructions

July 21, 1977

I want to thank you for your willingness to critique one of the BORN FREE training packets for educators and parents. I appreciate your taking time out of your busy schedule to assist us in evaluating the packet for the elementary level.

The packet is being sent to you under separate cover along with an outline of things to look for, and a sample copy of the form we used for having students evaluate our learning strategies during the BORN FREE Summer Institute. Besides the items mentioned, there are some I would like to stress.

We are seeking expert advice to determine how good our materials are, with an eye to revision this fall. We would like your overall reaction as well as the reaction to parts of the packet. For example, I would like to know:

1. Could the packet "stand alone" or would one have to be trained to use it? We would like to provide training, but in some cases that is not possible. Could a counselor or a workshop leader use it as it is, or would additional orientation or background be necessary?

2. Is the introductory material adequate? Do we need to expand on guidelines for workshop leaders or other parts of the explanatory materials?

3. At the elementary and secondary levels, is the parent emphasis adequate? Do parents need to be trained separately with a separate set of materials, or can the present materials be used with parents and educators alike? What suggestions do you have for the parent emphasis?

4. Is the career development conceptual framework, along with its accompanying goals and objectives, clear? Would a team leader, or a counselor, or a facilitator, or a personnel worker in a school or college be able to explain them? Is the language appropriate, are there significant areas missing?

Appendix E (continued)

5. From your armchair review of learning strategies, which do you think would work? Which should be thrown out? Are there significant omissions?

6. Is the summary of the literature review clear and inclusive enough?

7. Are there important references missed?

8. In what kinds of training situations, with what kinds of time allocations, do you think the materials are most likely to be used?

9. From the outline of the ten tapes enclosed, do you think the tapes and print materials seem to fit well together?

10. Should some of the reprinted articles be taken out? Others added? Put at the end? Should the packet be reorganized for ease of use? How?

11. Are vocational education concerns and options adequately dealt with?

These are the major questions I have about the materials. They have been developed by 55 school, college and university staff members working quarter-time for the past six months. We hope that eventually they will be disseminated by USOE and used nationally, and so are eager to make them as good as possible.

A two or three page statement (or as long as necessary) summarizing your overall reactions will be appreciated. You also may want to write directly on the training packet and return it to us with your suggestions for each activity or section.

Thank you for any help you may give us.

Cordially,

L. Sunny Hansen, Ph.D.
Professor and Director
Project BORN FREE

LSH:ib
Enclosure: List of ten tapes

240 Burton Hall
University of Minnesota
Minneapolis, MN 55455

Project BORN FREE

Evaluation of Modules

We are concerned about how "useable" the module materials are for the target populations. Some questions we have are:
Is the language at an appropriate level?

Is the format (goals, objectives, learning strategies, criteria) logically meaningful or does it seem like a form with no logical connection?

Is the modules' format too "academic"?

Are the introductory pages of the complete module packet adequate or too superficial?

Is the language appropriate?

Are the materials appropriate for parents? Should there be a separate parent module or packet?

What changes would you recommend in the module learning strategies?

Would you add or delete strategies on certain topics or areas?

Are there some areas that should be omitted? Are there some areas that should be added?

Please comment on the module about other areas which you think need to be changed.

LEARNING STRATEGIES REVIEW

We would appreciate your review of the learning strategies assigned to you. Your review will help us focus upon some of the more obvious strengths and weaknesses of the learning strategies. We plan to incorporate your comments into revisions of the materials so that they might be more useful in your setting.

Please read each strategy and then rate it on one of the accompanying forms. We would like to know if you think a strategy would be appropriate and feasible for use with different groups at your level. We also would like your opinion of any technical inadequacies (clarity of objectives, instructions, appropriateness of language, time allotment, etc.).

Your educational level (circle):

Elementary Secondary Postsecondary

Learning Strategy Review Form

Learning Strategy Number _____

1. Is this strategy appropriate for your educational level? (Circle.)

   Yes Marginally No

2. If yes or marginally, for what groups would it be appropriate? (Circle all that apply.)

   Educators Students Parents

3. Is it likely that you would use this strategy in your institution? (Circle.)

   Yes Only in certain situations No

4. If you note any problems with the learning strategy relevant to its intended audience, please indicate briefly what the problems are.

5. If you note any technical problems with the learning strategy (e.g. clarity of objectives and directions, time allotment, appropriateness of language, criteria at the end, etc.) please indicate briefly what the problems are.

Appendix G

Showings of "BORN FREE: A World of Options"

C = computer data reported
O = open-ended data summarized and reported
R = random open-ended data reported

1. Austin Community College Inservice
   Austin, Minnesota
   9/15/77
   N=21
   O

2. Southwest State University Orientation to Higher Education Class
   Marshall, Minnesota
   9/25/77
   N=76
   O

3. BORN FREE All-Staff Meeting
   St. Paul, Minnesota
   9/27/77
   N=6
   O

4. Hopkins School District Secondary Social Studies Teachers
   Hopkins, Minnesota
   10/3/77
   N=18
   O

5. St. Paul Harding High School Poor Achievers
   St. Paul, Minnesota
   10/5/77
   N=6
   O

6. League of Women Voters Sex Bias Survey Committee
   Marshall, Minnesota
   10/13/77
   N=5
   O

7. Washington Personnel and Guidance Association Convention
   Spokane, Washington
   10/14/77
   N=24
   O

8. Southwest State University Freshman English Class
   Marshall, Minnesota
   10/20/77
   N=19
   O

9. Women's Educational Equity Act Project Director
   Urbana, Illinois
   10/77
   N=1
   O

10. Deans of Lutheran Colleges Conference
    Minneapolis, Minnesota
    11/1/77
    N=31
    O

11. Hamline Branch Library Program for Parents
    St. Paul, Minnesota
    11/3/77
    N=17
    O

12. Plymouth Congregational Church
    Minneapolis, Minnesota
    11/4/77
    N=20
    O

13. 916 Vocational Technical Institute Office Occupations Students
    White Bear Lake, Minnesota
    11/9/77
    N=22
    O

14. Catalyst Model Staff Training Program
    New York, New York
    11/12/77
    N=24
    O

15. White Bear Lake School District Community Advisory Council
    White Bear Lake, Minnesota
    11/15/77
    N=4
    R

16. St. Louis Park High School Special Needs Work Program Students
    St. Louis Park, Minnesota
    11/30/77
    N=15
    O

17. King County Guidance Association Convention
    Bellevue, Washington
    11/77
    N=13
    O

18. Mankato Educational Administrators
    Mankato, Minnesota
    11/77
    N=~39
    O

19. Minnesota Association for Supervision and Curriculum Development
    Bloomington, Minnesota
    11/77
    N=~39
    O

20. Hopkins North Junior High School Inservice
    Hopkins, Minnesota
    11/77
    N=~39
    O

21. Women's Educational Equity Act Project
    Madison, Wisconsin
    1/3/78
    N=7
    O

22. Bethel College "Women's Changing Role" Class
    Arden Hills, Minnesota
    1/16/78
    N=16
    O,C

23. Spokane Public Schools Bias Awareness Inservice Committee
    Spokane, Washington
    1/26/78
    N=10
    O

24. Eden Prairie High School Class
    Eden Prairie, Minnesota
    1/27/78
    N=11
    O,C

25. First Unitarian Church BORN FREE Sunday
    Seattle, Washington
    2/5/78
    N=22
    O,C

26. University of Minnesota Counseling Women Class
Minneapolis, Minnesota
2/22/78
N=20
O,C

27. St. Thomas College Career/Life Planning Class
St. Paul, Minnesota
2/22/78
N=8
O

28. 916 Vocational Technical Institute Office Occupations Class
White Bear Lake, Minnesota
3/78
N=9
O

29. Sunrise Park Junior High School Student Conference
White Bear Lake, Minnesota
4/7/78
N=50
O

30. Harrisburg Area Community College
Harrisburg, Pennsylvania
4/11/78
N=32
O

31. Grossmont College Placement Office
El Cajon, California
4/15/78
N=3
R

32. University of Minnesota Secondary Education Class
Minneapolis, Minnesota
5/22/78
N=23
O

33. Southwest State University Teaching Methods for Child Development Class
Marshall, Minnesota
5/23/78
N=14
O

34. Two-Year Postsecondary Institute
Rochester, Minnesota
6/11/78
N=21
O,C

35. St. Thomas College Career Counseling Class
    St. Paul, Minnesota
    7/12/78
    N=6
    C,R

36. University of Minnesota Sexism in Education Class
    Minneapolis, Minnesota
    7/19/78
    N=9
    C,R

37. Kent State University Graduate Students
    Kent, Ohio
    7/26/78
    N=28
    R

38. Department of Labor and Industrial Relations
    Jefferson City, Missouri
    8/3/78
    N=8
    R

39. Northeastern University Career Education Workshop
    Boston, Massachusetts
    8/4/78
    N=12
    R

Appendix H

Showings of "Men: Choices and Changes"

C = computer data reported
O = open-ended data summarized and reported
R = random open-ended data reported

1. Minnesota Personnel and Guidance Association Convention
   Rochester, Minnesota
   1/16/78
   N=6
   R

2. Lakewood Community College Discussion Group
   White Bear Lake, Minnesota
   2/1/78
   N=7
   O,C

3. University of Minnesota College of Liberal Arts Discussion Group
   Minneapolis, Minnesota
   2/2/78
   N=9
   O,C

4. Lincoln Elementary School Staff
   White Bear Lake, Minnesota
   2/16/78
   N=41
   C

5. 916 Vocational Technical Institute Purchasing Program Students
   White Bear Lake, Minnesota
   2/78
   N=10
   O

6. St. Thomas College Career/Life Planning Class
   St. Paul, Minnesota
   3/6/78
   N=10
   O,C

7. University of Minnesota Counseling Women Class
   Minneapolis, Minnesota
   3/8/78
   N=18
   O,C

8. St. Olaf College Interpersonal Communications Course
   Northfield, Minnesota
   3/13/78
   N=23
   O,C

9. Augsburg College Center for Student Development Class
   Minneapolis, Minnesota
   3/27/78
   N=14
   O

10. North Junior High School BORN FREE II
    Hopkins, Minnesota
    4/6/78
    N=13
    C

11. Midwest Conference on Social Studies
    Minneapolis, Minnesota
    4/13/78
    N=8
    O,C

12. Harley Hopkins Elementary School Inservice
    Hopkins, Minnesota
    4/16/78
    N=8
    O,C

13. College of St. Catherine's Feminine Rhetoric Class
    St. Paul, Minnesota
    4/24/78
    N=14
    O,C

14. University of Tennessee Sex Fair Career Development Class
    Knoxville, Tennessee
    5/29/78
    N=16
    O

15. University of Minnesota Interpersonal Communication Class
    Minneapolis, Minnesota
    6/2/78
    N=20
    O

16. BORN FREE 1978 National Institute
    St. Paul, Minnesota
    6/14/78
    N=40
    O,C

17. University of Minnesota Sexism in Education Class
    Minneapolis, Minnesota
    7/20/78
    N=9
    R,C

18. Kansas Department of Education Conference on Sex Equity
    Manhattan, Kansas
    7/27/78
    N=18
    R

19. Southern Illinois University Graduate Students
    Carbondale, Illinois
    7/28/78
    N=9
    R

20. Kent State University Graduate Students
    Kent, Ohio
    8/9/78
    N=28
    R

Appendix I

Showings of "Women: Choices and Changes"

C = computer data reported
O = open-ended data summarized and reported
R = random open-ended data reported

1. North Junior High School BORN FREE II
   Hopkins, Minnesota
   4/13/78
   N=18
   C

2. Women's Educational Equity Act Project Directors' Meeting
   Washington, D.C.
   4/27/78
   N=17
   O,C

3. Southwest State University Teaching Methods for Child Development Class
   Marshall, Minnesota
   5/23/78
   N=17
   O

4. University of Minnesota Interpersonal Communications Class
   Minneapolis, Minnesota
   6/8/78
   N=5
   O,C

5. BORN FREE 1978 National Summer Institute
   St. Paul, Minnesota
   6/15/78
   N=34
   C,R

6. University of Minnesota Counseling Women Class
   Minneapolis, Minnesota
   7/12/78
   N=12
   C,R

7. University of Minnesota Sexism in Education Class
   Minneapolis, Minnesota
   7/21/78
   N=9
   C,R

8. Southern Illinois University Graduate Students
   Carbondale, Illinois
   7/31/78
   N=13
   R

9. Kent State University Graduate Students
   Kent, Ohio
   8/2/78
   N=27
   R

10. Project Coordinator of National Youthworker Education Project
    Minneapolis, Minnesota
    8/3/78
    N=1
    0

Appendix J

Showing of "The Joy of Choosing"

C = computer data reported
O = open-ended data summarized and reported

1. University of Minnesota Sexism in Education Class
   Minneapolis, Minnesota
   7/26/78
   N=9
   C,O

Appendix K

Showings of "Parenting - Three Generations"

C = computer data reported
O = open-ended data summarized and reported
R = random open-ended data reported

1. BORN FREE 1978 National Summer Institute
   St. Paul, Minnesota
   6/15/78
   N=35
   C,O

2. University of Minnesota Sexism in Education Class
   Minneapolis, Minnesota
   7/27/78
   N=8
   C,R

3. Kent State University Graduate Students
   Kent, Ohio
   8/16/78
   N=28
   R

4. Grossmont College Staff
   El Cajon, California
   8/18/78
   N=13
   R

Appendix L

Showings of "Parents as Influencers"

C = computer data reported
O = open-ended data summarized and reported

1. BORN FREE 1978 National Summer Institute
   St. Paul, Minnesota
   6/15/78
   N=39
   C,O

2. University of Minnesota Sexism in Education Class
   Minneapolis, Minnesota
   8/1/78
   N=9
   O

Appendix M

Showings of "Schools as Influencers"

C = computer data reported
O = open-ended data summarized and reported
R = random open-ended data reported

1. BORN FREE 1978 National Summer Institute
   St. Paul, Minnesota
   6/16/78
   N=22
   C,O

2. University of Minnesota Counseling of Women Class
   Minneapolis, Minnesota
   6/27/78
   N=16
   R

3. University of Minnesota Sexism in Education Class
   Minneapolis, Minnesota
   8/2/78
   N=9
   R

Appendix N

Showings of "Colleges as Influencers"

C = computer data reported
R = random open-ended data reported

1. BORN FREE 1978 National Summer Institute
   St. Paul, Minnesota
   6/16/78
   N=34
   C,R

2. University of Minnesota Sexism in Education Class
   Minneapolis, Minnesota
   8/3/78
   N=8
   R

3. Grossmont College Staff
   El Cajon, California
   8/18/78
   N=13
   R

Appendix O

Showings of "Why Change?"

C = computer data reported
R = random open-ended data reported

1. BORN FREE 1978 National Summer Institute
   St. Paul, Minnesota
   6/16/78
   N=35
   C,R

2. University of Minnesota Counseling of Women Class
   Minneapolis, Minnesota
   7/12/78
   N=9
   C,R

3. University of Minnesota Sexism in Education Class
   Minneapolis, Minnesota
   8/4/78
   N=10
   R

Appendix P

Evaluated Learning Strategies (1977-1978)

Elementary Training Packet

1. "Work Force Quiz" IA1
2. "Psycho-Social Visit" IA2
3. "Check Your Attitudes" IB1
4. "Facilitators/Inhibitors of Career Development" IC1
5. "Introductions: Career Influencers" IC2
6. "The New Superintendent" IC3
7. "Joe Househusband" IC4
8. "Early Sex-Role Messages" IC5
9. "Impact of Social Policy" IC6
10. "Masculine/Feminine" IC7
11. "Double Jeopardy" IC9
12. "Career Life Line" ID1
13. "Magic Seminar" ID2
14. "Family Tree" ID3
15. "Family Portrait" ID4
16. "Peer Messages" ID5
17. "Family Messages" ID6
18. "It Could Happen to You..." ID7
19. "Male/Female Films" ID8
20. "Media Are the Message" IE1
21. "Collective Collage" IE2
22. "What's Wrong With This Picture?" IE3
23. "Fantastic Voyage" IE4
24. "Breaking Stereotypes" IF1
25. "What's Their Line?" IF2

26. "Physical Continuum" IG1
27. "Relevant Research" IIA2
28. "Research versus Reality" IIIA1
29. "The Ideal Student" IIIA2
30. "Daily Dilemmas" IIIA3
31. "Check Your Perception, Check Your Behavior" IIIA4
32. "Textbook Analysis" IIIB1
33. "School Personnel and Sex Bias" IIIC1
34. "Home on the Electric Range" IVA1
35. "Occupational Sex Typing" IVA2
36. "Home and Life Style" IVB1
37. "Are Your Hurting Your Daughter Without Knowing It?" IVB2
38. "The Great Debate" IVC2
39. "Androgyny Test" IVD1
40. "Power Structure" VA1
41. "Strategies for Action" VC1
42. "Institutional Analysis" VIC1
43. "Looking at Change" V1D1
44. "Force Field Analysis" VIE2
45. "Making a Decision" VIF1

Secondary Training Packet

1. "Career/Occupation/Job/Life Style" IA2
2. "Career Development Principles" IA3
3. "Work Force Quiz" IB2
4. "The New Superintendent" IC8
5. "Magic Seminar" ID1
6. "Role Identification" ID2

7. "Breaking Stereotypes" ID3
8. "Reviewing the Literature" ID6
9. "Physical Continuum" IE1
10. "You Are What You Say" IIA1
11. "Language and Sex-Role Stereotyping" IIA2
12. "Personal Pronoun Problem" IIA2
13. "Collage: Men/Women at Work" IIA4
14. "Media Messages" IIA5
15. "What's Wrong With This Picture?" IIA6
16. "Seeing Is Believing?" IIA7
17. "The Ideal Female/Male Student" IIIA1
18. "School Situations: Role Plays" IIIA2
19. "School Comparison Charts" IIIB1
20. "Role Behavior Checklist" IIIB2
21. "Examination of Curriculum Areas" IIIB3
22. "Vocational Education and Sex-Role Stereotyping" IIIB4
23. "The Politics of Training Teachers in Schools" IIIB5
24. "Schools as Influencers" Videotape IIIB6
25. "Textbook Analysis of Sex-Role Stereotypes" IIIC1
26. "Stereotypes of the Physically Disabled" IIIC2
27. "Introductions: Career Influencers" IVA1
28. "Occupational Family Tree" IVA2
29. "Role-Playing Family Situations" IVA3
30. "Jesus Was A Feminist" VB1

Postsecondary/Higher Education Training Packet

1. "Career Life Line" IA1
2. "Career Autobiography" IA2

3. "Collective Collage" IC1
4. "Women Who Work" IIB1
5. "Old Boys' Network" IIC1
6. "Impact of Social Policy" IIC2
7. "Magic Seminar" IIIA1
8. "Facilitators and Inhibitors" IIIA2
9. "Career Family Tree" IIIB1
10. "Deciding: Fate or Choice?" IIIC1
11. "Messages" VB2
12. "How To Tell a Man from a Woman" VIA2
13. "Cliches, Witticisms, and Truisms" VIE4
14. "Words that Label" VIE5
15. "Career Inhibitors: Informal Institutional Practices" VIIA1
16. "Your Support System" VIIC2
17. "Assumptions and Behaviors" VIIIB1
18. "The New College President" IXD2
19. "Looking at Change" XA4

Learning Strategies Experienced and Evaluated with Learning Strategy Rating Forms

Learning Strategy Title and Number	Total Number of Forms
Elementary	
1. "Check Your Atittudes" IA1	9
2. "Family Tree" ID3	9
3. "Peer Messages" ID5	12
4. "Breaking Stereotypes" IF1	6
5. "School Personnel and Sex Bias" IIIC1	17
6. "Home on the Electric Range" IVA1	9
Secondary	
1. "The Ideal Female/Male Student" IIIA1	41
2. "Role Behavior Checklist" IIIB2	17
3. "Introductions: Career Influencers" IVA1	8
4. "Occupational Family Tree" IVA2	20
5. "Jesus Was a Feminist"	6
Postsecondary	
1. "Career Life Line" IA1	7
2. "Collective Collage" IC1	14
3. "Magic Seminar" IIIA1	12
4. "Career Family Tree" IIIB1	42
5. "Cliches, Witticisms, and Truisms: VIE4	3

6.	"Words that Label" VIE5	16
7.	"Career Inhibitors: Informal Institutional Practices" VIIA1	14
8.	"Your Support System" VIIC2	8
9.	"Assumptions and Behaviors" VIIB1	12
10.	"The New Superintendent" IXD2	54

Appendix Q

Counseling and Student Personnel Psychology • Psychoeducational Studies
College of Education • 139 Burton Hall • 178 Pillsbury Drive S.E.
University of Minnesota • Minneapolis, Minnesota 55455
DIRECTOR L. SUNNY HANSEN 373-0202
ADMINISTRATIVE ASSISTANTS BEVERLY MILLS-NOVOA, GERRI PERREAULT 373-5558

Build Options, Reassess Norms • Free Roles through Educational Equity

Dear Colleague:

Thank you for your interest in Project BORN FREE. We will be pleased to send you some of our learning strategies to be field tested. The training packets are in their first draft, and will be revised as we receive feedback from a variety of populations. We are attempting to determine the effectiveness of each strategy in diverse settings with varied participants.

Please complete the enclosed form describing your training session and participants so that we may choose strategies appropriate for you. If you will be field testing the strategies on more than one audience, please xerox the form and complete one copy for each audience.

After we have received your completed form(s), we will select about five strategies as possibilities for you to field test. Besides the selected strategies, we will send evaluation forms for use by you and your audience.

Thank you for assisting us.

Sincerely,

Sue Warsett, Evaluator

Encl: "Training Packet Field Test Request" Form
SW/js

The University of Minnesota is an Equal Opportunity Educator and Employer

Training Packet Field Test Request

Appendix Q (continued)

Project BORN FREE

Contact Person: _____
Name Position

_____
Address City State Zip

Circle all of the following which apply to participants:

Teachers Counselors Administrators Parents Students: (indicate grade____)

Urban Rural Suburban

Females only Males only Females and males

Socioeconomic Status: Lower Middle Upper

Age range: under 17 18-22 23-29 30-32 33-39 40-45 46-55 56+

Attendance: voluntary required

Number of people expected: 1-10 11-40 40+

Level or child's level: Elementary Secondary Post high/Higher Ed.

Level of career education sophistication: Little Moderate Great

Level of sex-role stereotyping sophistication: Little Moderate Great

Level of change agent skills: Little Moderate Great

Occupations or positions represented by participants

_____

_____

_____

Description of planned training activities

Goals_____

_____

_____

Trainers (e.g. Numbers, Positions, Sex)_____

_____

_____

Amount of time (e.g. Number of Sessions, Time period allotted for each session)_____

_____

Setting_____

_____

Please add additional information which may help us in selecting strategies for you to field test:_____

_____

Please return copies to:

Sue Warsett
Evaluator, Project BORN FREE
240 Burton Hall
University of Minnesota
Minneapolis, Minnesota 55455

Build Options,
Reassess Norms,
Free Roles through
Educational Equity

REPORT OF FIELD TEST ACTIVITY

Appendix R

Person Reporting Activity: _____

Site: _____ Date: _____

Title or Brief Description of Activity: _____

_____

_____

_____

Instructions: Please respond to the questions listed in the four response sections. Your responses will be treated as confidential, i.e., only the Project Evaluators and the Project Director will have direct access to your reports. Any formal analysis will focus on total activities and if specific activities are discussed, no mention will be made of where or who conducted the activities.

A. Target Audience/Actual Participants of Activity

1. Who was the intended target audience of the activity and why was this audience selected? _____

_____

_____

_____

2. Characteristics of Actual Participants*

Number Attending___ Attendance Basis (Check): *Voluntary* ____ *required* ____

Position: Counselors___ Teachers___ Administrators___ Other Staff___

(Non Faculty Position) Parents___ Students___ (Grade Levels___)

Years in Present Faculty Position: Less than 2___ 3 to 5 ___ Over 6 ____

Sex Composition of Participants: Males____ Females____

Agreement/Receptiveness to Project Goals: High___ Average____ Low____

Commitment/Involvement in Career Education: High____ Average____ Low____

*Except where indicated, list actual or approximate numbers.

3. How did the actual participants differ from the intended target audience with respect to any of the above characteristics?

_____

_____

_____

(Revised 1/4/78)

Appendix R (continued)

B. Goals and Purposes of Activity

1. What were the specific goals of the activity and why were they selected?

2. What criteria (outcomes) were used to measure if these goals were achieved?

C. Implementation of Activity

1. Who (names and titles) helped in planning and/or conducting the activity?

2. When (dates and times) was the activity conducted?

3. Where (specific location) was the activity conducted?

4. Briefly describe both the content (what) and process (how) of the activity? (You may wish to attach a copy of the activity outline/plan if available.)

C. Implementation of Activity

5. What adaptations were made to the original activity implementation plan and why were they necessary?

D. Evaluation of Activity

1. What evaluation methods did you use to evaluate the activity and why were these methods selected?

2. What did the evaluation indicate about whether or not the goals of the activity were achieved?

3. What did the evaluation indicate about the activity's impact on the participants as a whole, or on any subgroups?

4. What strengths and/or weaknesses concerning the content and process of the activity were identified within the evaluation?

5. Have any unexpected outcomes (negative or positive) been identified in a follow-up evaluation of the activity? If so, specify.

Appendix S

Build Options,
Reassess Norms,
Free Roles through
Educational Equity

REPORT OF MAJOR "BORN FREE" ACTIVITY

Person Reporting Activity: _____

Field Site: _____ Date: _____

Title or Brief Description of Activity: _____

_____

_____

_____

Instructions: Please respond as briefly as possible to the questions listed in the four response sections. Your responses will be treated as confidential, i.e., only the Project Evaluators and the Project Director will have direct access to your activity reports. Any formal analysis will focus on total activities across all 14 Project sites and if specific activities are discussed, no mention will be made of where or who conducted the activities. If you would like a copy of a report sent to a specific source, please note this on the report and a copy will be sent. Please refer to (use) the provided "Completion Guidelines" in filling out your reports.

A. Target Audience/Actual Participants of Activity

1. Who was the intended target audience of the activity and why was this audience selected?

_____

_____

_____

_____

2. Characteristics of Actual Participants*

Number Attending____ Attendance Basis (Check): Voluntary___ Required___

Position: Counselors____ Teachers____ Administrators____ Other Staff___

(Non Faculty Position) Parents____ Students____ (Grade Levels____)

Years in Present Faculty Position: Less than 2____ 3 to 5____ Over 6____

Sex Composition of Participants: Males____ Females____

Agreement/Receptiveness to Project Goals: High____ Average____ Low____

Commitment/Involvement in Career Education: High___ Average____ Low____

*Except where indicated, list actual or approximate numbers.

3. How did the actual participants differ from the intended target audience with respect to any of the above characteristics?

_____

_____

_____

_____

_____

_____

REPORT OF MAJOR "BORN FREE" ACTIVITY

B. Goals and Purposes of Activity

1. What were the specific goals of the activity and why were they selected?

2. What criteria (outcomes) were used to measure if these goals were achieved?

C. Implementation of Activity

1. Who (names and titles) helped in planning and/or conducting the activity?

2. When (dates and times) was the activity conducted?

3. Where (specific location) was the activity conducted?

4. Briefly describe both the content (what) and process (how) of the activity? (You may wish to attach a copy of the activity outline/plan if available.)

REPORT OF MAJOR "BORN FREE" ACTIVITY

C. Implementation of Activity

5. What adaptations were made to the original activity implementation plan and why were they necessary?

D. Evaluation of Activity

1. What evaluation methods did you use to evaluate the activity and why were these methods selected?

2. What did the evaluation indicate about whether or not the goals of the activity were achieved?

3. What did the evaluation indicate about the activity's impact on the participants as a whole, or on any subgroups?

4. What strengths and/or weaknesses concerning the content and process of the activity were identified within the evaluation?

5. Have any unexpected outcomes (negative or positive) been identified in a follow-up evaluation of the activity? If so, specify.

Appendix T

EVALUATION OF "BORN FREE" FACULTY DEVELOPMENT SEMINAR

INSTRUCTIONS: Sixteen questions are listed below which are intended to get an indication of your assessment of this seminar, including its impact on you. Your responses are important and will be used, so please repond as candidly and as completely as possible. Thanks!

****

Please complete the following questions concerning your present status, experiences and expectations.

1. Name of your department and program: _____

2. Your current position: _____ 3. Sex: Male___ Female___

	High	Moderate	Low
4. Your familiarity/experience with career development education	___	___	___
5. Your familiarity/experience with the issue of sex-role stereotyping	___	___	___
6. Your familiarity/experience with innovative change process in educational institutions	___	___	___

7. What were your expectations or motives in attending this seminar?

_____

_____

Please rate the helpfulness of the various seminar components by circling the number that reflects your rating for each component. For any component you rated as 3 or greater, please write in suggestions you have for improving it.

1=extreme helpfulness
2=considerable helpfulness
3=moderate helpfulness
4=minimal helpfulness
5=no helpfulness

8. Project BORN FREE overview presentations 1 2 3 4 5
Suggestions: _____

_____

9. Experiencing sample learning strategy from packet 1 2 3 4 5
Suggestions: _____

_____

10. Viewing videotape segment and discussion 1 2 3 4 5
Suggestions: _____

_____

11. Material sharing and dialog 1 2 3 4 5
Suggestions: _____

_____

(Please turn to back for remaining questions.)

Please respond to the following questions by checking "Yes," "No" or "Unsure."

	Yes	No	Unsure
12. Did this seminar meet or exceed your expectations?	___	___	___
13. Did you gain any new understanding or knowledge from this seminar?	___	___	___

If yes, please specify: _____

_____

_____

14. Do you feel that this seminar will have any significant impact on your relevant attitudes and/or behaviors?	___	___	___

If yes, please specify: _____

_____

_____

15. Do you feel that the topics and concerns discussed in this seminar are important and should be infused into the pre-service preparation of educators in your department or program?	___	___	___

If yes, please specify: _____

_____

_____

16. Are you interested in using the project materials (training packets and/or videotapes) in your current position?	___	___	___

If yes, please specify: _____

_____

_____

Please write in below any additional comments you would like to share about the seminar or its impact on you.

_____

_____

_____

_____

_____

_____

_____

Appendix U

BORN FREE 1977 Summer Workshop Follow-Up

Counseling and Student Personnel Psychology • Psychoeducational Studies
College of Education • 139 Burton Hall • 178 Pillsbury Drive S.E.
University of Minnesota • Minneapolis, Minnesota 55455

DIRECTOR L. SUNNY HANSEN 373-0202
ADMINISTRATIVE ASSISTANTS BEVERLY MILLS-NOVOA, GERRI PERREAULT 373-5558

Build Options, Reassess Norms • Free Roles through Educational Equity

May 17, 1978

Dear Workshop Participant:

It's been a busy year for all of us, and we would like you to reflect on your experience at last summer's BORN FREE workshop. By comparing the responses with those you provided us last summer, we will be able to ascertain the long-range value of the workshop. We have decided to follow-up only a few of the many areas experienced, so you will notice that the enclosed form is quite short.

You may know that we will have a National Institute June 13 - 17, so the sooner you return your form, the more use we will be able to make of it. We have enclosed a stamped return envelope and hope to receive it by May 31st.

Thanks so much for your feedback!

Sincerely,

Sue Warsett
Sue Warsett
Evaluator
Project BORN FREE

L. Sunny Hansen
L. Sunny Hansen, Ph.D.
Director and Professor
Project BORN FREE

SW/lle
Enclosure

The University of Minnesota is an Equal Opportunity Educator and Employer

Appendix U (continued) Name _____

1977 BORN FREE Summer Workshop Follow-up Questionnaire

1. Please list the Project BORN FREE related activities in which you have engaged in this past year.

Please check the box corresponding to the label you feel best indicates your knowledge gained from last summer's workshop of the topic described.

To what extent would you say you are:

	Not at all	Slightly	Somewhat	Moderately	Quite	Very	Extremely
2. knowledgeable about the topic of staff development/inservice training?							
3. knowledgeable about the topic of educational improvement?							
4. knowledgeable about the topic of career development?							
5. knowledgeable about the topic of sex-role stereotyping?							

The knowledge and skills you have learned in last summer's workshop can have a number of applications. For each statement below check the box corresponding to the label you feel best indicates how important each application is to you.

6. I can apply what I have learned to help change my own attitudes, values, and behaviors that may be limiting the career options of students.							
7. I can apply what I have learned to help change my students' attitudes, values, and behaviors that may be limiting their and other students' career options.							

How Important

	Not at all	Slightly	Somewhat	Moderately	Quite	Extremely
8. I can apply what I have learned to help change my colleagues' attitudes, values, and behaviors that may be limiting the career options of students.						
9. I can apply what I have learned to help change parents' attitudes, values, and behaviors that may be limiting the career options of students.						

For each statement below, please circle the number corresponding to the label you feel best indicates how much you agree or disagree with the statement given. The numbers correspond to the labels as follows:

1 = strongly disagree

2 = disagree

3 = slightly disagree

4 = neither agree nor disagree

5 = slightly agree

6 = agree

7 = strongly agree

10. There are many practices in my institution that encourage sex-stereotyped roles for male students.

1 2 3 4 5 6 7

11. There are many practices in my institution that encourage sex-stereotyped roles for female students.

1 2 3 4 5 6 7

12. Practices that limit career options of male students are fairly evident in my institution.

1 2 3 4 5 6 7

BORN FREE Summer Workshop Follow-up Questionnaire

Appendix U (continued)

As a reminder, the numbers correspond to the labels as follows:

1 = strongly disagree
2 = disagree
3 = slightly disagree
4 = neither agree nor disagree
5 = slightly agree
6 = agree
7 = strongly agree

12. Practices that limit career options of male students are fairly evident in my institution.

1 2 3 4 5 6 7

13. Practices that limit career options of female students are fairly evident in my institution.

1 2 3 4 5 6 7

14. I am sure the practical skills gained from last summer's workshop have helped me counter any practices in my institution that limit the career options of students.

1 2 3 4 5 6 7

15. I feel I am able to recognize sex bias and stereotyping when I encounter it in my job.

1 2 3 4 5 6 7

16. I feel I am aware of how sex-role stereotyped practices affect the career decisions students make.

1 2 3 4 5 6 7

17. I feel I am aware of the times when my behaviors might be perceived as reflecting a sex bias.

1 2 3 4 5 6 7

18. I feel men are less concerned about sex-role stereotyping in making career decisions than women are.

1 2 3 4 5 6 7

19. I feel sex-role stereotyping is less of a problem for men than for women in making career decisions.

1 2 3 4 5 6 7

20. There would be some personal risk involved for me in attempting to make changes in my institution in the area of sex-role stereotyping.

1 2 3 4 5 6

21. There would be some personal risk involved for me in attempting to make changes in my institution in the area of career development.

1 2 3 4 5 6 7

Open-Ended Questions

Please complete the statements below in any way you desire.

22. I have been able to implement what I learned at last summer's workshop in the following ways:

23. Please express your opinion regarding the value of last summer's workshop.

24. Looking back, what would you like to have learned in order to help implement BORN FREE goals?

APPENDIX V

Mean Responses to Summer Workshop Questionnaire

Item	Pre-Assessment $\bar{X}$	Post-Assessment $\bar{X}$	Follow-up Questionnaire
2. To what extent would you say you are knowledgeable about the topic of staff development/inservice training?	3.69	4.79	4.83
3. To what extent would you say you are knowledgeable about the topic of educational improvement?	4.21	4.82	5.00
4. To what extent would you say you are knowledgeable about the topic of career development?	3.51	4.87	4.85
5. To what extent would you say you are knowledgeable about the topic of sex-role stereotyping?	4.00	5.87	5.80
For statements 6-9 the box corresponding to the personal importance of each application was to be checked.			
6. I can apply what I have learned to help change my own attitudes, values, and behaviors that may be limiting the career options of students.	6.00	6.23	6.27
7. I can apply what I have learned to help change my students' attitudes, values, and behaviors that may be limiting their and other students' career options.	6.08	5.89	5.53
8. I can apply what I have learned to help change my colleagues' attitudes, values, and behaviors that may be limiting the career options of students.	5.47	5.37	4.97

APPENDIX V Cont'd.

	Item	Pre-Assessment X	Post-Assessment X	Follow-up Questionnaire
9.	I can apply what I have learned to help change parents' attitudes, values, and behaviors that may be limiting the career options of students.	4.55	4.11	3.90
10.	There are many practices in my institution that encourage sex-stereotyped roles for male students.	4.69	5.31	5.13
11.	There are many practices in my institution that encourage sex-stereotyped roles for female students.	5.03	5.13	5.23
12.	Practices that limit career options of male students are fairly evident in my institution.	3.92	4.36	4.70
13.	Practices that limit career options of female students are fairly evident in my institution.	4.69	4.95	5.00
14.	I am sure the practical skills gained from last summer's workshop have helped me counter any practices in my institution that limit the career options of students.	5.46	5.87	5.80
15.	I feel I am able to recognize sex bias and stereotyping when I encounter it in my job.	5.69	6.05	6.33
16.	I feel I am aware of how sex-role stereotyped practices affect the career decisions students make.	5.38	5.95	6.13
17.	I feel I am aware of the times when my behaviors might be perceived as reflecting a sex bias.	4.95	5.56	5.97
18.	I feel men are less concerned about sex-role stereotyping in making career decisions than women are.	3.56	3.72	3.20

APPENDIX V Cont'd.

Item	Pre-Assessment X	Post-Assessment X	Follow-Up Questionnaire
19. I feel sex-role stereotyping is less of a problem for men than for women in making career decisions.	5.11	4.82	4.80
20. There would be some personal risk involved for me in attempting to make changes in my institution in the area of sex-role stereotyping.	4.54	5.23	4.93
21. There would be some personal risk involved for me in attempting to make changes in my institution in the area of career development.	4.31	4.76	4.41

Appendix W

Project Abstract

Appendix X

Project BORN FREE

Build Options Reassess Norms Free Roles through Educational Equity

BORN FREE Products and Publications

August, 1978

Counseling and Student Personnel Psychology
Department of Psychoeducational Studies
College of Education
University of Minnesota
Minneapolis, MN 55455

Funded under a grant by the Women's Educational Equity Act Program, United States Office of Education, Department of Health, Education, and Welfare, Washington, D.C. Grant #565AH70023

I. PRINT TRAINING MATERIALS

These three training packets, combined with videotapes, form the core of the BORN FREE training materials. Each packet consists of 1) an introductory section with self-contained guidelines for users, 2) a set of experiential and cognitive learning strategies designed to help educators and parents change their attitudes and behaviors to expand career options for both women and men, 3) reprints of numerous articles and handouts used in the strategies, 4) a specially compiled Fact Pack with statistics on the status of women and men in the labor force, 5) an extensive set of references.

Hansen, L.S., Pelcak, D., Perreault, G., & Dege, D. BORN FREE Training Packet to Reduce Sex-Role Stereotyping in Career Development: Elementary Level, August, 1978.

Hansen, L.S., Hatfield, T., Johnson, D., Teeson, T., Harper, J., & Perreault, G. BORN FREE Training Packet to Reduce Sex-Role Stereotyping in Career Development: Secondary Level, August, 1978.

Hansen, L.S., Perreault, G., Lofgren, B., Follett, C., Watt, M.A., & Boe, A. BORN FREE Training Packet to Reduce Sex-Role Stereotyping in Career Development: Postsecondary/Higher Education Level, August, 1978.

II. VIDEOTAPE TRAINING MATERIALS

BORN FREE has produced nine half-hour color videotapes and viewers' guides which are an integral part of the training materials. The tapes are built around developmental themes of career socialization drawn from the literature reviews. They were also based on problems identified in systems analyses completed by pilot institutions. The tapes were developed by L. Sunny Hansen, Director, and Phyllis Kragseth, Media Specialist, with technical production by University Media Resources, Arnold Walker, Executive Producer. Dolores Dege coordinated development of the viewers' guides. The tapes consist of interviews and vignettes largely of students, parents, and staff in the BORN FREE pilot institutions. "BORN FREE: A World of Options" received the Best Videotape Award in the American Personnel and Guidance Association Film Festival in Washington, D.C., March, 1978. It is hoped that the tapes eventually will be shown on broadcast television but that they will be used primarily in programs and workshops for educators and parents to promote sex equity in career options.

Videotape No. 1 - BORN FREE: A World of Options
Viewers' Guide: Dolores Dege, Beverly Mills-Novoa, and L. Sunny Hansen

Videotape No. 2 - Men: Choices and Changes
Viewers' Guide: Dolores Dege, Tim Hatfield, Beverly Mills-Novoa, and L. Sunny Hansen

Videotape No. 3 - Women: Choices and Changes
Viewers' Guide: Dolores Dege, Gerri Perreault, Beverly Mills-Novoa, and L. Sunny Hansen

Videotape No. 4 - The Joy of Choosing
Viewers' Guide: Dolores Dege, Sue Warsett, L. Sunny Hansen, and Beverly Mills-Novoa

Videotape No. 5 - Parenting - Three Generations
Viewers' Guide: Dolores Dege, Phyllis Kragseth, L. Sunny Hansen, and Beverly Mills-Novoa

Videotape No. 6 - Parents as Influencers
Viewers' Guide: Dolores Dege, Phyllis Kragseth, Beverly Mills-Novoa, and L. Sunny Hansen

Videotape No. 7 - Schools as Influencers
Viewers' Guide: Dolores Dege, Doug Pelcak, L. Sunny Hansen, and Beverly Mills-Novoa

Videotape No. 8 - Colleges as Influencers
Viewers' Guide: Dolores Dege, Barbara Lofgren, Beverly Mills-Novoa, and L. Sunny Hansen

Videotape No. 9 - Why Change?
Viewers' Guide: Dolores Dege, Gerri Perreault, L. Sunny Hansen, and Beverly Mills-Novoa

The videotape viewers' guides, designed for workshop leaders, consist of a general introductory section on the purpose of the Project, the tapes, and guides, and a discussion of how the materials can be integrated into training workshops. Brief information is provided on career development, sex-role socialization, and change process, as well as on the development, rationale, and format of the tapes. A section on guidelines for showing the tapes reviews aspects of group process and provides discussion hints for conducting workshops on this topic. The last part of each guide presents an overview of the purpose of each tape, a summary of initial field test results, and a set of questions relating to each tape segment. (Approximately 20 pages each.)

III. SUPPLEMENTARY TRAINING MATERIALS

The reviews of literature are designed to provide documentation of the need for attention to reducing sex bias in career development of all persons. They attempt to answer the questions, "What do we know about 'career socialization' at different levels of development, and what can we do through home, school, and college to reduce the barriers and expand the facilitators of career options for women and men?"

A. Reviews of Literature

Pelcak, D. et al. Selected Review of the Literature on Career Development and Sex-Role Stereotyping at the Elementary Level. Technical Report No. 1, August, 1977. (64 pages)

Johnson, D., Harper, J., Hatfield, T., Teeson, T., and Hansen, L.S. Selected Review of the Literature on Career Development and Sex-Role Stereotyping at the Secondary Level. Technical Report No. 2, August, 1977. (100 pages)

Follett, C., Watt, M., Hansen, L.S., et al. Selected Review of the Literature on Career Development and Sex-Role Stereotyping at the Postsecondary/Higher Education Level. Technical Report No. 3, August, 1977. (113 pages)

B. Evaluation Reports

BORN FREE completed extensive evaluation of both its products and process. The product evaluation reports provide data on the validation of the training packets and the videotapes. They also report on the effectiveness of the BORN FREE training designs carried out in one state workshop and one national institute. Some data are also provided on workshops developed in pilot institutions.

The process reports provide exploratory evaluation of the process by which BORN FREE was carried out in the 14 pilot schools and colleges over a two-year period. The change process is analyzed according to the Rand Model of Educational Change, examining what happened as field site staff, in consultation with University staff, made plans for initiation, implementation, and continuation of BORN FREE efforts in their institutions. The reports can be extremely useful to those attempting to bring about educational change in the area of sex equity in career options.

Warsett, S. Evaluation Report on Field Testing of Color Video Cassette and Training Packets. Technical Report No. 4, August, 1977. (6[illegible] pages)

Warsett, S. Evaluation Report on BORN FREE Videotapes, Training Packets and Selected Workshops. Technical Report No. 9, October, 1978, (approximately 100 pages)

Keierleber, D. Evaluation of the 1977 BORN FREE Summer Institute: A Workshop Model to Reduce Career-Related Sex-Role Stereotyping. Technical Report No. 5, August, 1977. (79 pages)

Penn, P. Evaluation of the 1978 BORN FREE National Institute: A Workshop Model to Reduce Career-Related Sex-Role Stereotyping. Technical Report No. 10, October, 1978. (approximately 75 pages)

Keierleber, D. & Hansen, L.S. Evaluation of Educational Change Process in Project BORN FREE Institutions, 1976-77. Technical Report No. 6, WEEA, USOE, College of Education, U of M, Mpls., May, 1978. (117 pages)

Krusemark, F. Evaluation of the Educational Change Process in Project BORN FREE Institutions, 1977-78. Technical Report No. 8, October, 1978. (approximately 100 pages)

Keierleber, D. Case Summaries of the Educational Change Process in Project BORN FREE Institutions, 1976-77. Technical Report No. 7, WEEA, USOE, College of Education, U of M, Mpls., May, 1978. (109 pages)

IV. PROJECT PROGRESS REPORTS

Project Progress Reports describe the internal development of Project BORN FREE over the two-year period. They describe each component of the Project, provide brief statements of developments in Project institutions, present evaluation highlights, include sample instruments and newsletters, discuss the process by which Project goals were carried out, and give a candid appraisal of problems and progress in carrying out a project of this scope.

Hansen, L.S. & Jones, L. Project BORN FREE First Quarterly Report, Women's Educational Equity Act, United States Office of Education, Department of Health, Education, and Welfare, College of Education, U of M, Mpls., December, 1976. (25 pages)

Hansen, L.S. Project BORN FREE Second Quarterly Report, WEEA, USOE, College of Education, U of M, Mpls., March, 1977. (31 pages)

Hansen, L.S. Project BORN FREE Third Quarterly Report, WEEA, USOE, College of Education, U of M, Mpls., June, 1977. (26 pages)

Hansen, L.S. & Mills-Novoa, B. Project BORN FREE Annual Report, September 9, 1976-August 31, 1977. WEEA, USOE, College of Education, U of M, Mpls., October, 1977. (37 pages)

Hansen, L.S. & Mills-Novoa, B. Project BORN FREE First Quarterly Report, September 1, 1977-December 31, 1977, WEEA, USOE, College of Education, U of M, Mpls. (39 pages)

Hansen, L.S. & Mills-Novoa, B. Project BORN FREE Second Quarterly Report, January 1, 1978-March 31, 1978, WEEA, USOE, College of Education, U of M, Mpls. (49 pages)

Hansen, L.S. & Mills-Novoa, B. Project BORN FREE Third Quarterly Report, April 1-June 30, 1978, WEEA, USOE, College of Education, U of M, Mpls. (48 pages)

Hansen, L.S. & Mills-Novoa, B. Project BORN FREE Final Report, September 1976-1978, WEEA, USOE, DHEW, College of Education, U of M, Mpls., October, 1978. (approximately 65 pages)

V. INFORMATION SHARING

A. Publications

Hansen, L.S. & Keierleber, D. BORN FREE: A Collaborative Consultation Model for Career Development and Sex-Role Stereotyping. Personnel and Guidance Journal, March, 1978, 395-399.

B. Papers Presented at National Conferences*

Johnson, D. "BORN FREE: Career-Related Sex-Role Stereotyping in Educational Institutions - Literature Review and Systems Analysis." APA, San Francisco, CA., August 29, 1977.

Keierleber, D. "BORN FREE: Reducing Career-Related Sex-Role Stereotyping in Educational Institutions - Process and Product Evaluation." APA, San Francisco, CA., August 29, 1977.

Hansen, L.S. "BORN FREE: Reducing Career-Related Sex-Role Stereotyping - Staff Development and Change Process." Paper presented at American Psychological Association National Convention, San Francisco, CA., August 29, 1977.

Hansen, L.S. "An Applied Developmental Intervention to Reduce Career-Related Sex-Role Stereotyping in Elementary, Secondary, and Higher Education Settings." Paper presented as part of a symposium on "Educational Intervention to Promote Female Development--A Life Span View." American Psychological Association National Convention, San Francisco, CA., August 27, 1977.

Hansen, L.S. "BORN FREE: Change Process Evaluation of a Psychoeducational Intervention to Reduce Career Sex-Role Stereotyping for Women and Men." Paper presented as part of a Symposium on "Cross-Cultural Sex Differences" at the American Educational Research Association Annual Convention, Toronto, Canada, March 30, 1978.

* Numerous other workshops were held and speeches presented for local, state, and national conferences, organizations, and institutions.

C. Project Information

The following brochures, summaries, and newsletters have been created to provide descriptive information about the Project and the materials for those interested in issues of sex equity for both women and men.

Mills-Novoa, B. & Hansen, L.S. Project Abstract, March, 1978.

Mills-Novoa, B. & Staff. BORN FREE News. Bi-monthly newsletter to promote communication among BORN FREE institutions. The initial 14 schools and institutions of higher education participating in the project are Lincoln Elementary, Sunrise Junior High, and Mariner High School in White Bear Lake, MN.; Webster Elementary, Mounds Park Junior High, and Washington High School in St. Paul, MN.; Harley Hopkins Elementary, North Junior High, and Eisenhower High School in Hopkins, MN.; Lakewood Community College in White Bear Lake, MN.; Normandale Community College in Bloomington, MN.; Special Intermediate School District #916 in White Bear Lake, MN.; College of Liberal Arts Career Planning Office (University of Minnesota) in Minneapolis, MN.; and Augsburg College, Minneapolis, MN. The newsletter has been expanded to include the 107 participants in the 1978 National Institute as well as others around the nation concerned about sex bias in career options.

Hansen, L.S. BORN FREE Products and Publications. A listing and brief description of all the modules and reports produced by Project BORN FREE in the first two years of its existence.

Boe, D. Project Logo. The yellow and orange project logo, an original design, has been distributed as a public relations tool to arouse interest in BORN FREE and create awareness of the problems the Project addresses.

Dege, D. Videotape Abstracts. One-page description of each of the nine BORN FREE videotapes.

Kragseth, P. Videotape Overview. A brief description of the developmental themes and content of each of the nine BORN FREE videotapes.

VI. DISSEMINATION

Materials will be reviewed for dissemination by the Education Development Center, 55 Chapel Street, Newton, Massachusetts 02160, (617)-969-7100 or 1-800-225-3088. EDC is the official WEEA project dissemination contractor.

Because of USOE dissemination restrictions, the length of our packets and reports, and budget limitations, we are unable to engage in general dissemination. However, selected conference papers and reports are available (while supply lasts) for cost of reproduction and mailing.

For copies of abstract, information papers, or sample of training materials or to be put on newsletter mailing list for BORN FREE Network, contact:

L. Sunny Hansen, Professor and Director
Project BORN FREE
139 Burton Hall, 178 Pillsbury Drive SE
University of Minnesota
Minneapolis, MN. 55455
(612) 373-0202 or 373-5558

For dissemination information, contact:

Dissemination Center for Women's Educational Equity Act Programs
Education Development Center
55 Chapel Street
Newton, Massachusetts 02160
(617) 969-7100 or 1-800-225-3088

LSH/bj
October, 1978

APPENDIX Y

COMPONENTS OF PROJECT BORN FREE EVALUATION IN SECOND YEAR

I. Product Evaluation

A. Goals/Purposes:

1. Obtain information for revising training packets and videotapes.

2. Obtain normative information on training packets and videotape.

B. Procedures/Instruments

1. Individual critiques of training packets by selected readers.

2. Field test training packets and videotapes at collaborating institutions.

3. Field test training packets and videotapes at institutions other than collaborating institutions.

4. Completing of "External Field Test Report" by persons field testing project materials outside collaborating institutions.

5. Completion of "Learning Strategy Rating Form" by learning strategy participants.

6. Completion of "Videotape Evaluation Form" by viewers.

II. Change Process Evaluation

A. Goals/Purposes:

1. Monitor the implementation progress at each of 14 local collaborating educational institutions.

2. Record significant or major BORN FREE implementation activities that have occurred at each collaborating institution.

3. Measure the impacts or changes resulting from BORN FREE implementation activities.

4. Identify and describe change process variables operating at collaborating institutions which appear to facilitate or hinder implementation progress.

5. Draw conclusions and make recommendations concerning (1) the process of attempting innovative change in educational institutions, and (2) the evaluation of "change agent" efforts.

B. Procedures/Instruments

1. Site visits by project director, consultants and change process evaluator.

2. Completion of "Monthly Site Reports" by project consultants to the 14 collaborating sites.

3. Completion of "Bimonthly Project Status Reports" by project director.

4. Completion of "Quarterly Progress Report" by field site team leaders.

5. Completion of "Major BORN FREE Activity Report" by field site teams.

6. Bimonthly site interviews by all project evaluators.

7. Completing "Evaluation of Project Status" Questionnaire by project staff at second quarter all-project meeting.

8. Completion of "Workshop Evaluation Form" by workshop/ activity participants.

9. Completion of "Project Impact Questionnaire" by faculty/staff at collaborating institutions.

10. Completion of "Report on Administration of Project Impact Questionnaire" by field site team leaders.

III. National BORN FREE Training Institute Evaluation

A. Goals/Purposes:

1. Conduct participant analysis for structuring institute goals and activities.

2. Continuous monitoring of institute to identify strengths and weaknesses for immediate and future revisions on institute.

3. Determine immediate impacts (expected and unexpected) of institute on participants.

B. Procedures/Instruments

1. Review participants' application materials (e.g., statements of expectations, various status variables).

2. Completion of "Pre-Assessment Survey" by institute participants.

3. Completion of "Daily Progress Reports" by developmental growth group leaders (staff).

4. Participant observations by project evaluators.

5. Completion of "Retreat Evaluation Form" by institute participants.

6. Completion of "Post-Assessment Survey" by institute participants.

Project BORN FREE Videotape Abstract

VIDEOTAPE #5: "Parenting: Three Generations" Appendix Z

LENGTH: 27:35 minutes AVAILABLE ON: 3/4" cassette

DISTRIBUTOR: Education Development Center, 55 Chapel Street, Newton, MA 02160, Ph.(617)969-7100

DEVELOPERS: Dr. L. Sunny Hansen, Director
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The Project BORN FREE videotapes are a series of nine half-hour color programs in which a diverse group of people of different occupations, ages, backgrounds, and lifestyles talk about the expectations, socialization, choices, and changes in their lives. They discuss their lifestyles, the expectations placed upon them, and the effects of the conscious and nonconscious socialization process upon their aspirations, self-concepts, and career decisions.

Project BORN FREE, a training and development grant from the Women's Educational Equity Act Program, U.S. Office of Education, was designed to broaden the range of career opportunities for both women and men. It has created career development training materials for educators and parents that will help to reduce sex biases and stereotyping at all educational levels from kindergarten through college. The shortened title of the Project, BORN FREE, is an acronym that expresses exactly what the Project is about: to Build Options, Reassess Norms, and Free Roles through Educational Equity. The tapes were developed in the Counseling and Student Personnel Psychology Program of the College of Education, University of Minnesota, with technical production by University Media Resources. Professor Hansen provides instructional narrative in all of the tapes.

The BORN FREE videotapes were developed concurrently with a set of three print training packets--one each for educators at the elementary, secondary, and higher education levels. Each packet includes a review of literature on career-related sex-role stereotyping at that developmental level and an extensive bibliography, in addition to the training strategies.

SYNOPSIS OF TAPE #5: As parents, we all want our children to be all that they can be, to develop into their ultimate human potential. However, because of our own past socialization, we sometimes unconsciously limit the career development of our children by our assumptions of what they can and cannot do. Some of us as children and young adults were encouraged to attempt anything we wanted to try. Others of us received discouraging messages from those who thought our choices were inappropriate.

In this videotape, three generations of people talk about their own socialization, career histories, problems and choices. They relate their hopes for the future and dreams of a tomorrow with wider horizons for their children. They also make suggestions for androgynous child rearing.

PEOPLE INTERVIEWED FOR TAPE #5 (in order of appearance):
Dr. Sunny Hansen, Parent and Professor
Sonja Hansen, Elementary Student
Torrey Hansen, Elementary Student

Evie and Bill Donald, as expectant parents, are projecting into the future. They believe their effective dual-career marriage will expand into a dual-parenting family, with both of them sharing in the joys and the responsibilities of parenthood.

Dr. Jeannette Piccard's eighty year career has encompassed many roles. As a wife, a scientist, a parent, a stratosphere balloonist, and now as an Episcopal priest, she has dared to challenge the stereotypes that might have limited her choices.

Harriett Haynes is a black woman who has overcome the double barriers of sex and race to fulfill her career goals. She talks of her children and husband with love, and has the inner confidence of accepting and being accepted for the career choices she has made.

An important factor in the success and confidence of the featured people is the support of loved ones. Parents, spouses, and children approve of them and encourage them.

PRODUCER: University Media Resources, Rarig Center, University of Minnesota, Arnold Walker, Executive Producer. Original music by "Cedar Lake Junction."

VIDEO VIEWERS' GUIDE COORDINATOR: Dolores Dege SCRIPT AND PHOTOGRAPHY: Shelly Heck